EVERY STUDENT. EVERY DAY.

MONTEZUMA CORTEZ

SCHOOL DISTRICT RE-1

A Report on the Progress of American Indian Students IPP DATA

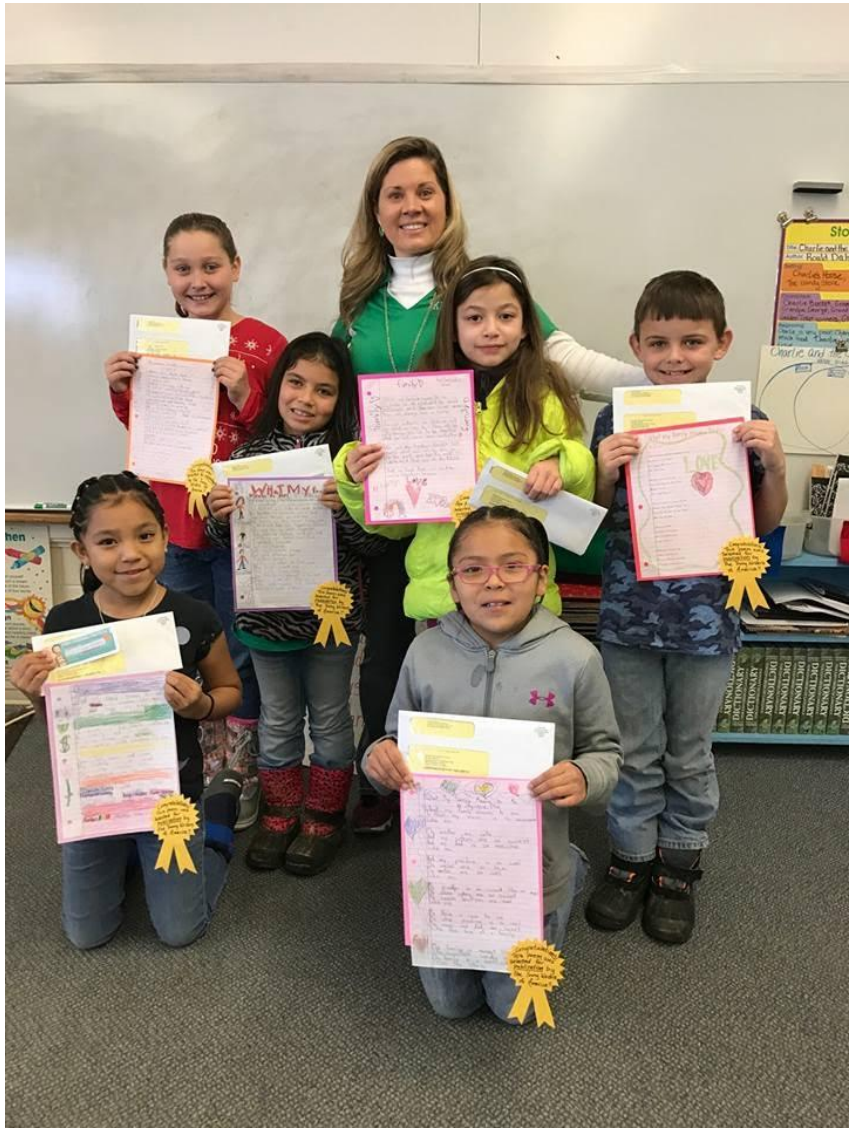
Public Hearing

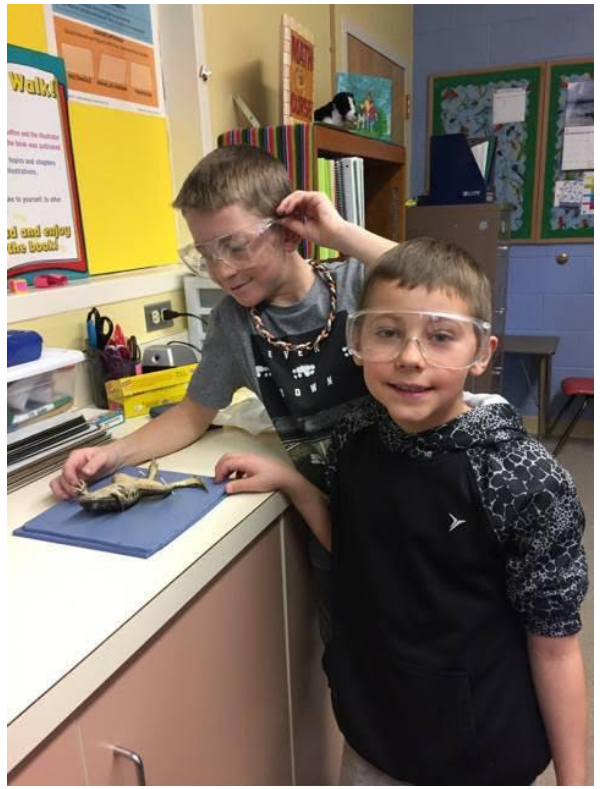
October 2019

EVERY STUDENT. EVERY DAY.

MONTEZUMA CORTEZ

SCHOOL DISTRICT RE-1





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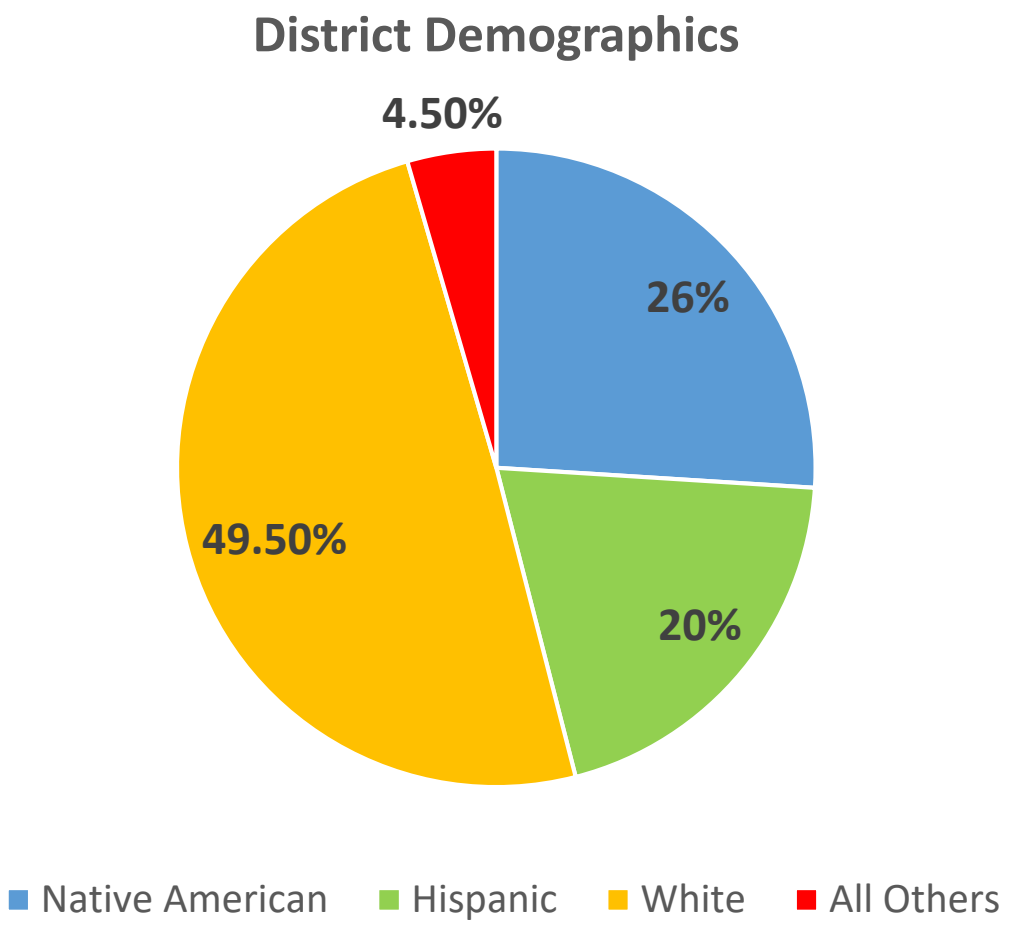
District Demographics and IPP Data



DEMOGRAPHIC DATA IN THIS IPP REPORT

- **26% of students in the District are Native American**
- **Data in this report are broken down by tribe where available (All Native American, Navajo, and Ute Mountain Ute)**
- **Where this data is not available by tribe the report is broken out by Native American and Non-Native American**
- **The category of Non-Native American in this report includes Hispanic, White, and All Others (Asian, Black, Multi-racial)**

Academic Data

What Tests Are Included in this Data?

Test Name	What Subjects Does it Measure?	Does it measure Achievement?	Does it measure Growth?	What grades are tested?	What do we use this test for?
Colorado Measures of Academic Success (CMAS)	Language Arts Math	YES	YES	Grades 3-9	Teachers use this to determine if students are meeting grade level standards or are growing fast enough to meet them
STAR Test	Language Arts Math	YES	YES	Grades K-10	Teachers use this to group students, plan instruction, and monitor student progress
DIBELS	Language Arts	YES	NO	Grades K-3	Teachers use this to monitor younger student's progress in learning to read
PSAT	Language Arts Math	YES	NO	Grade 10	Teachers use this to determine if students are on track to be college ready
SAT	Language Arts Math	YES	NO	Grade 11	Teachers use this to determine if students are college ready Students use this to apply to college

Achievement in Language Arts and Math

- What does achievement data tell us?
  - Achievement data tells us whether individual students have met “grade level” standards
  - Achievement data tells us what percentage of students are meeting “grade level” standards in a school and across the district

- What achievement data is presented in this report?
  - Data showing what percentage of students are meeting and not meeting “grade level” standards in elementary school and grades 6-9 in language arts and math based on State tests (CMAS)
  - Data showing how students scored compared to other students nationally (STAR data)
  - Data showing comparisons of Native American students and non-Native American students
  - Data showing achievement of Navajo and Ute Mountain Ute students specifically

Elementary - Are students achieving grade level standards in language arts?

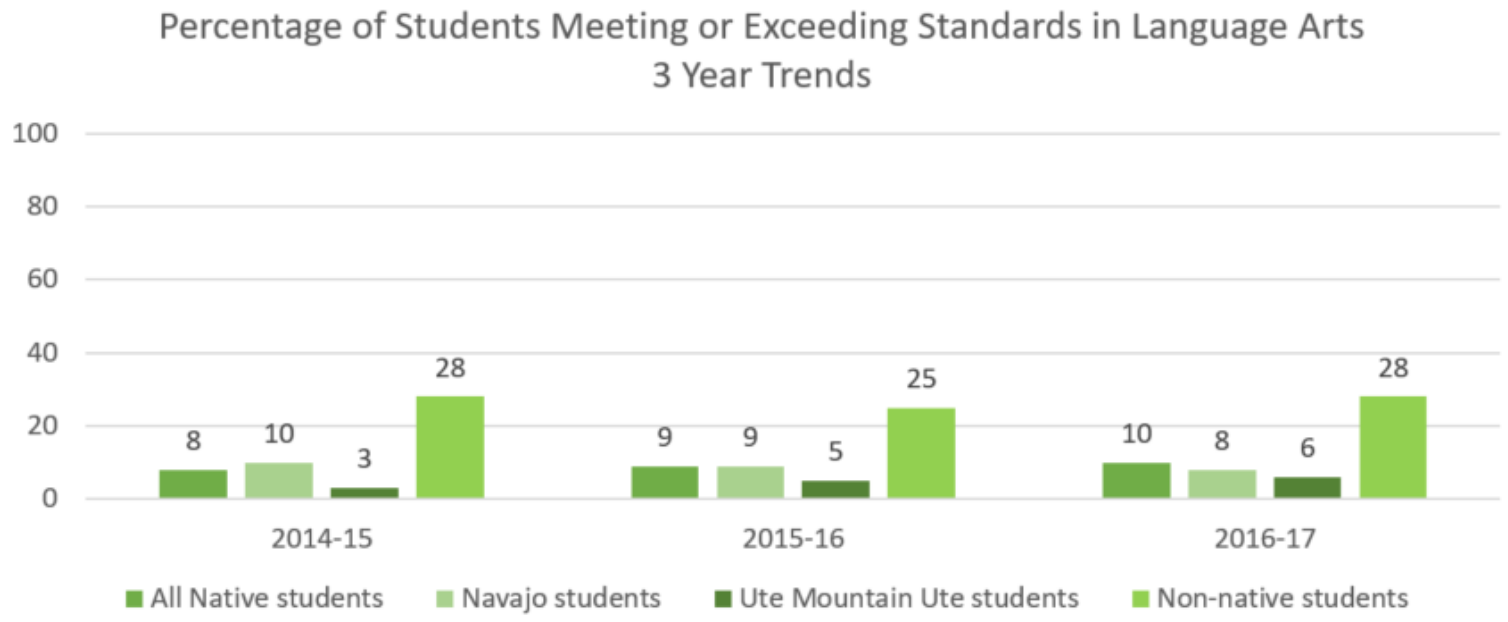
CMAS TESTS

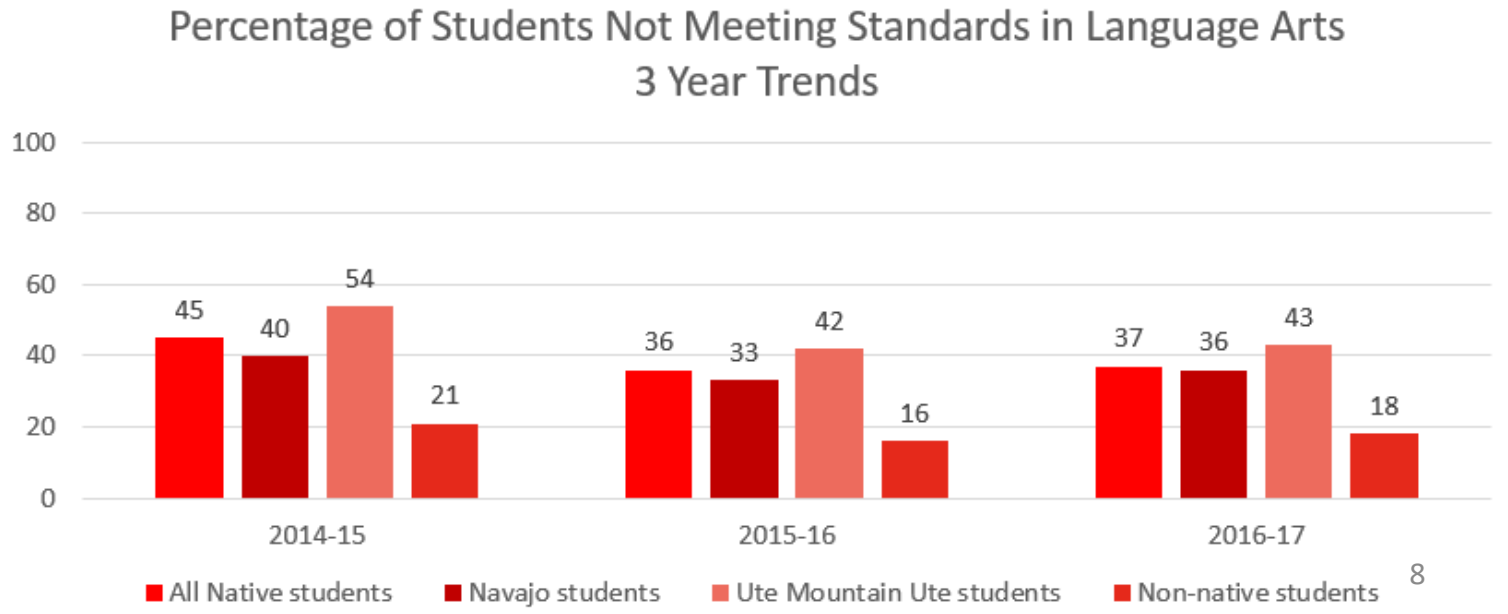
<u>How do we read this data?</u>

These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red). These tests apply to grades 3-5.

<u>What does this data mean?</u>

Native American students are less likely to meet grade level standards than non-Native American students and Native American Student are twice as likely to score as "did not meet" as non-Native American students





Elementary - Are students achieving grade level standards in math?

CMAS TESTS

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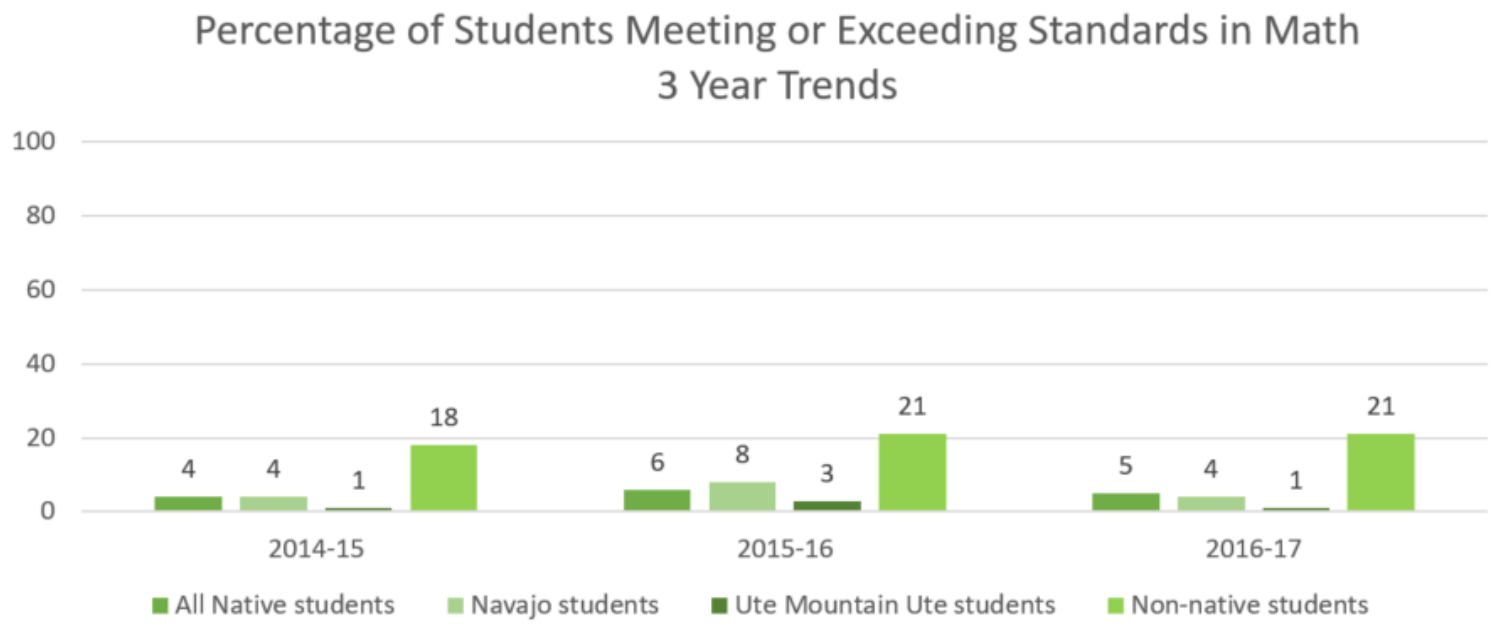
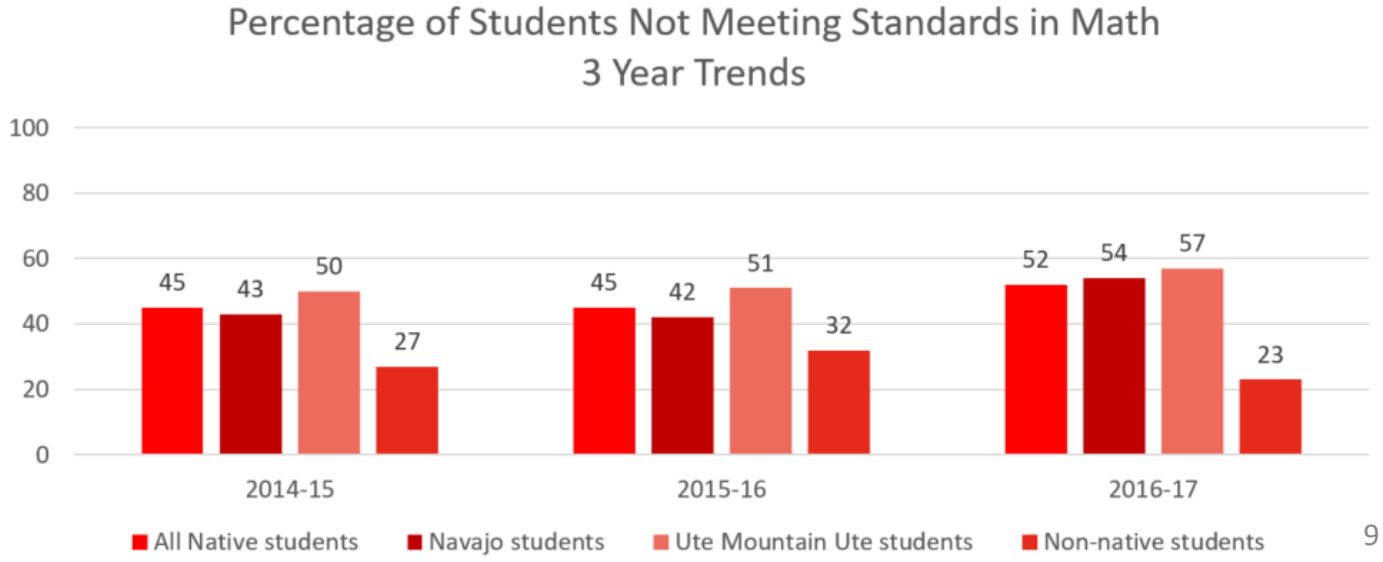




Elementary - Are our youngest students learning to read?

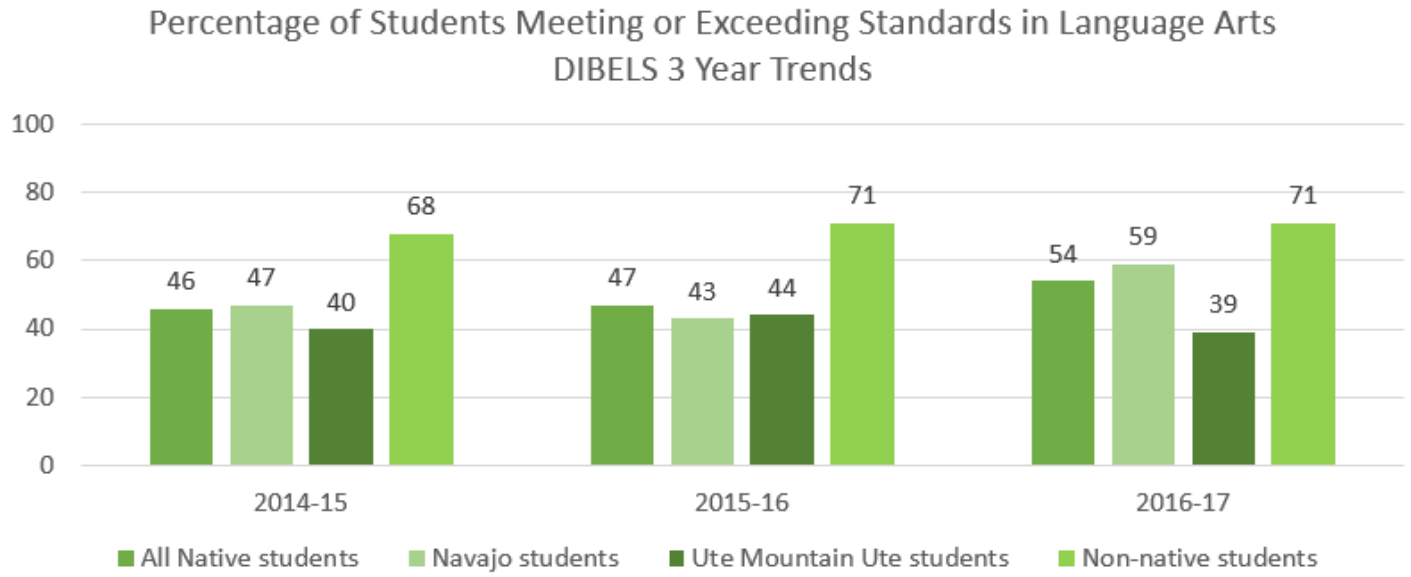
DIBELS TESTS

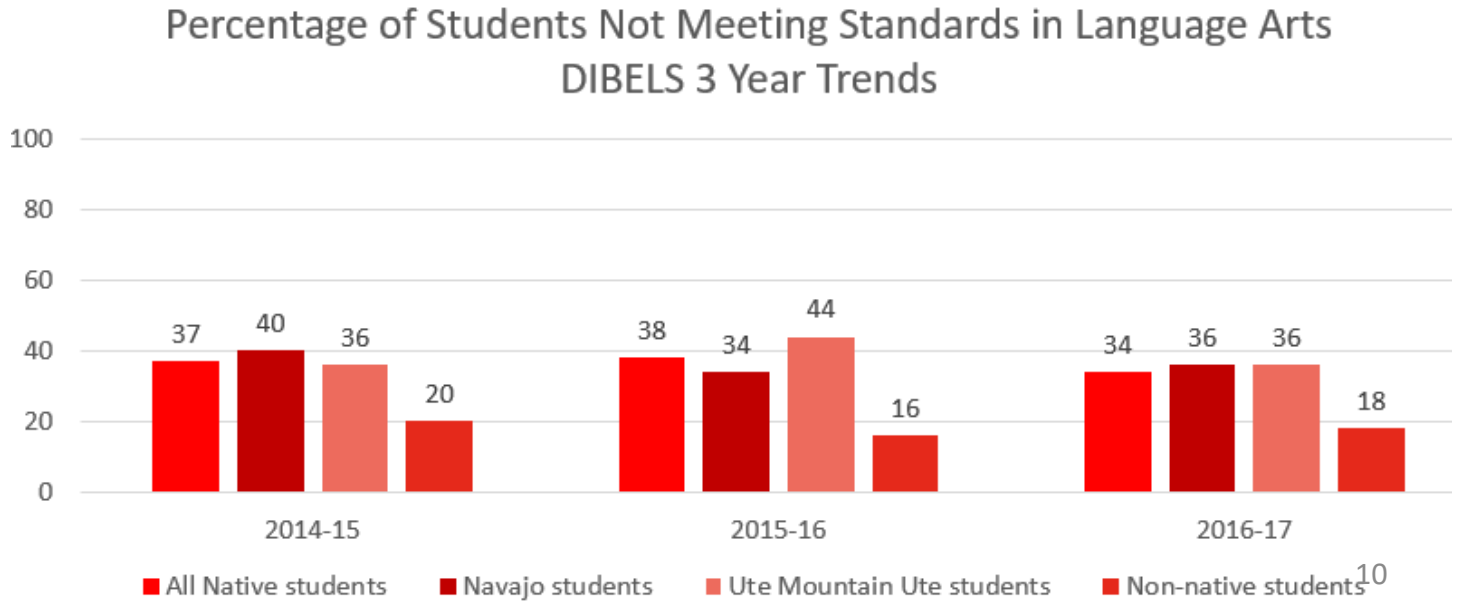
<u>How do we read this data?</u>

These charts show the percentage of students who are meeting standards (green) and the percentage of students who are not meeting standards (red). These tests apply to grades K-3

<u>What does this data mean?</u>

More Native American students are scoring at higher levels on the DIBELS test which scores language arts in early grades (K-3). However, Non-Native American students score higher that Native American students on the DIBELS test.





Elementary – How does our language arts achievement compare to the nation?

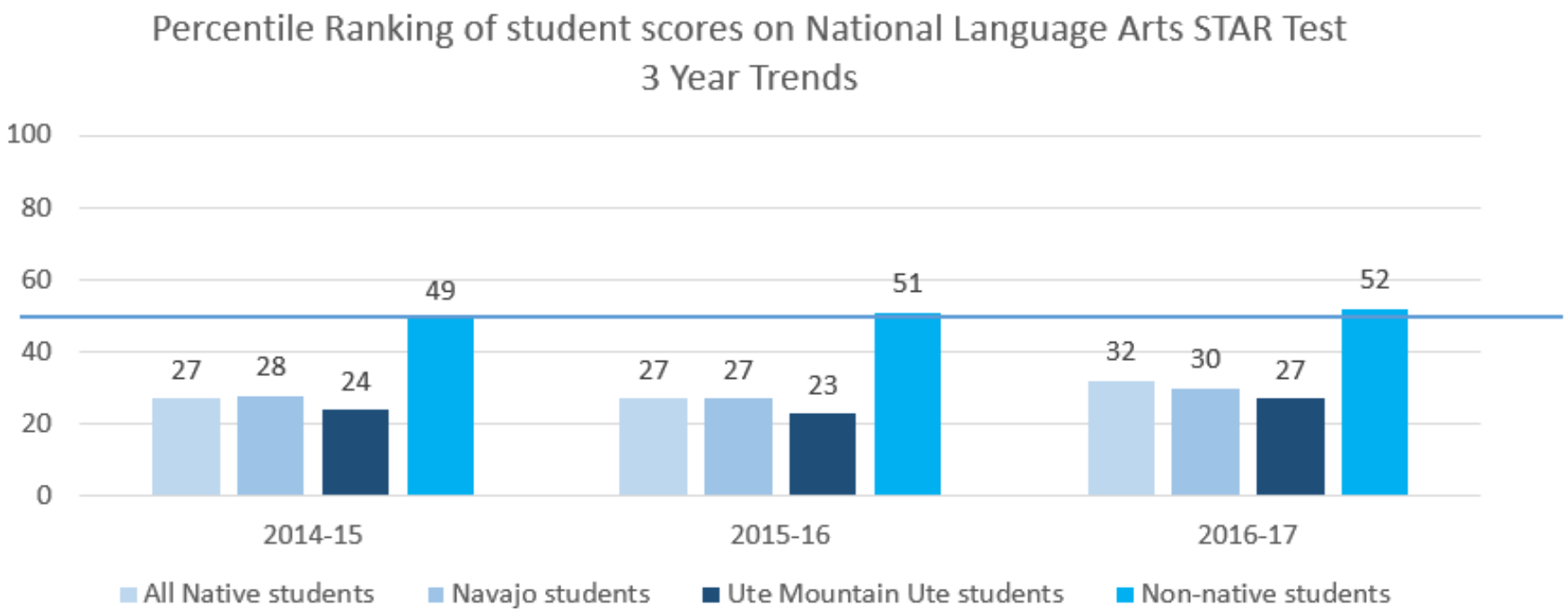
STAR TESTS

How do we read this data?

This chart shows the ranking of our students compared to other students across the nation based on a national test called the STAR test. A rank of 100 is the highest and a rank of 1 is the lowest. A rank of 50 is considered a typical score for an average student. This is NOT similar to the scores for earning and A, B, C, D.

What does this data mean? *Native American students score lower than non-Native students when compared to other students across the nation based on the national STAR test.*

50 is a typical score



Elementary – How does our math achievement compare to the nation?

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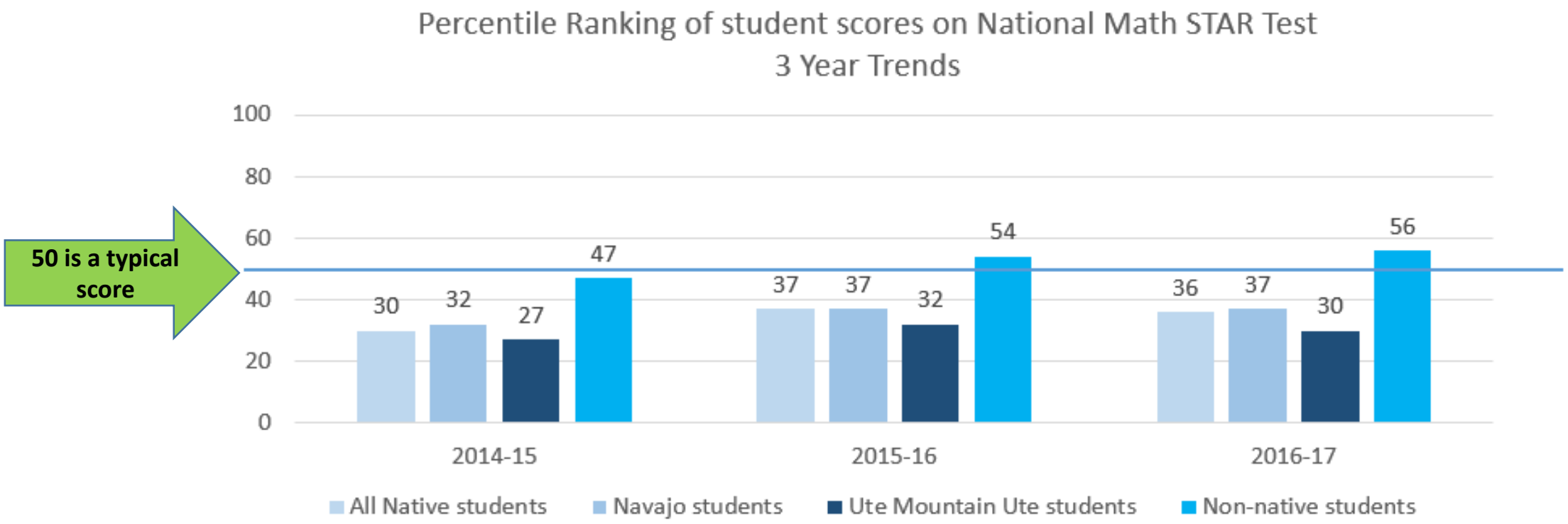


Grades 6-9 - Are students achieving grade level standards in language arts?

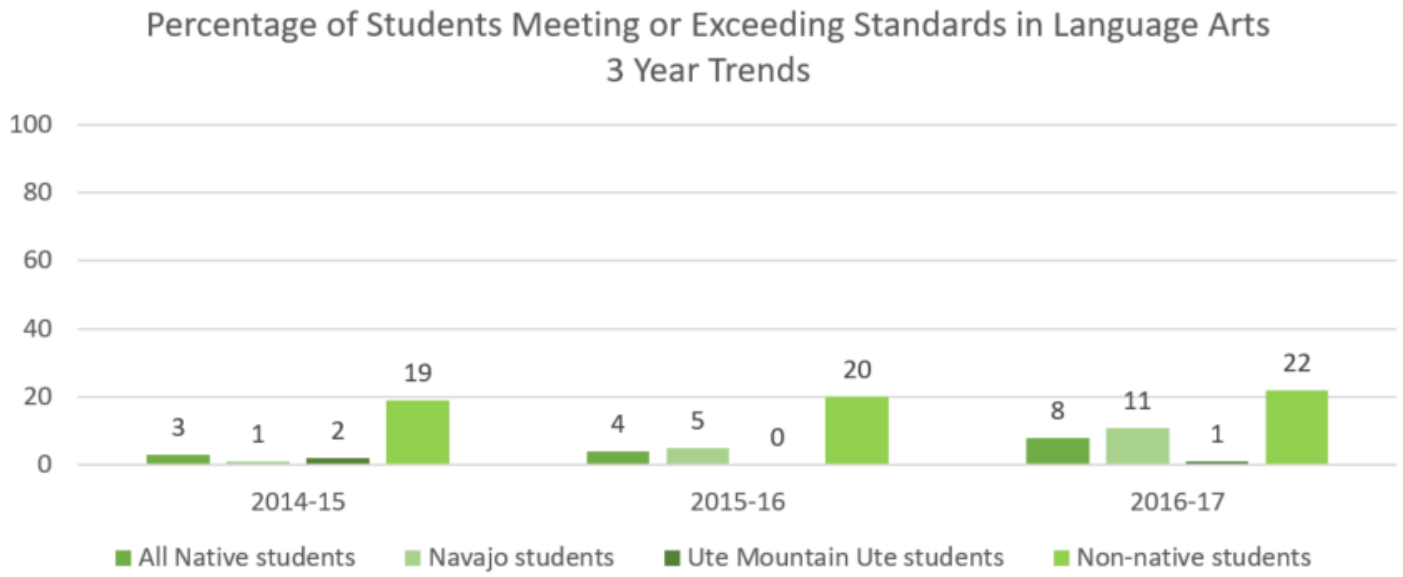
CMAS TESTS

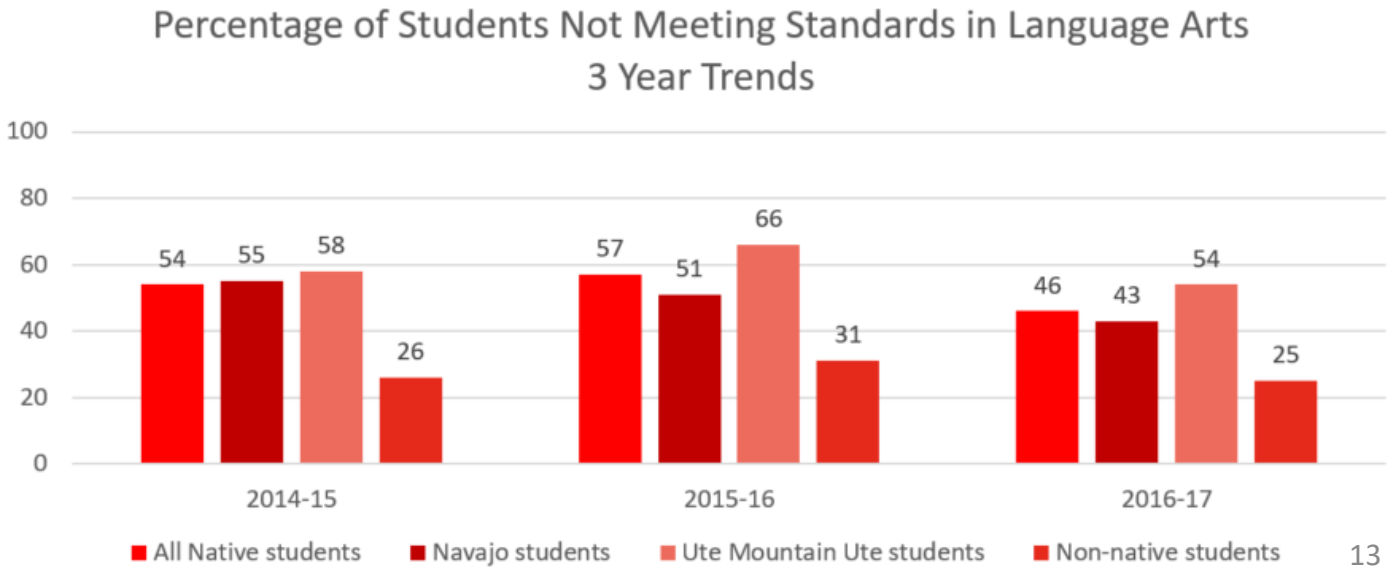
<u>How do we read this data?</u>

These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red).

<u>What does this data mean?</u>

Native American students are less likely to meet grade level standards than non-Native American students and Native American Student are almost twice as likely to score as "did not meet" as non-Native American students





Grades 6-9 - Are students achieving grade level standards in math?

CMAS TESTS

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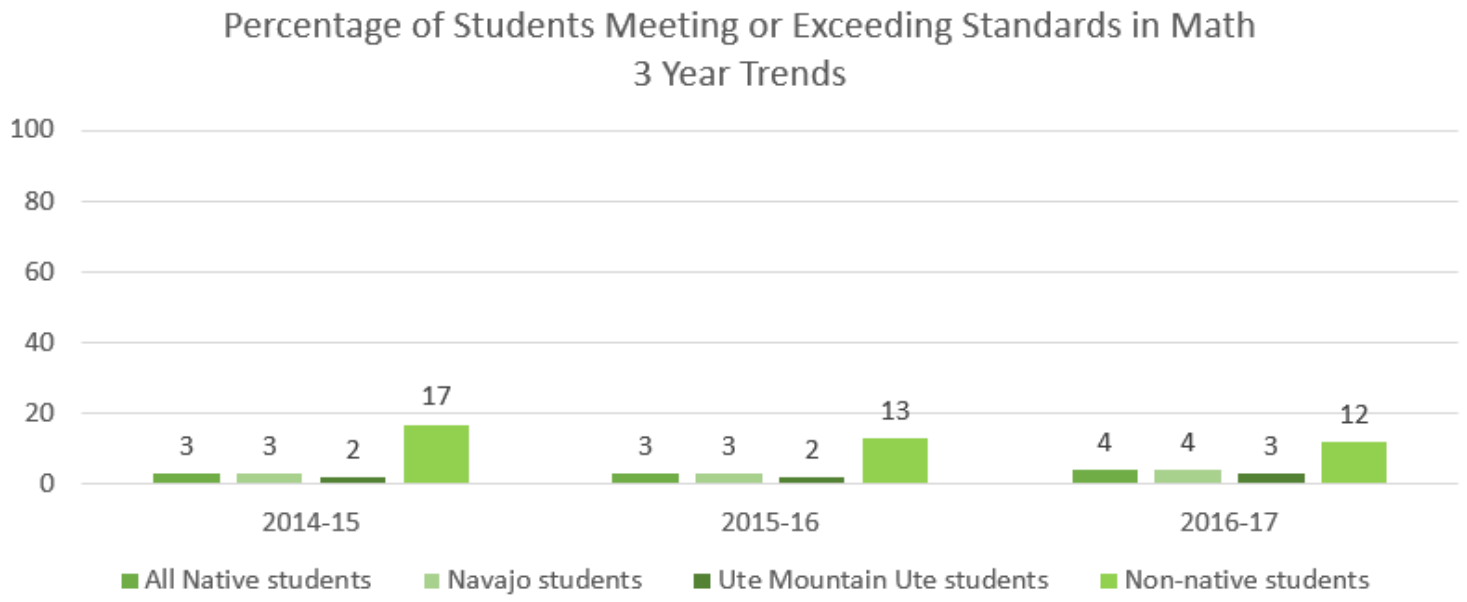
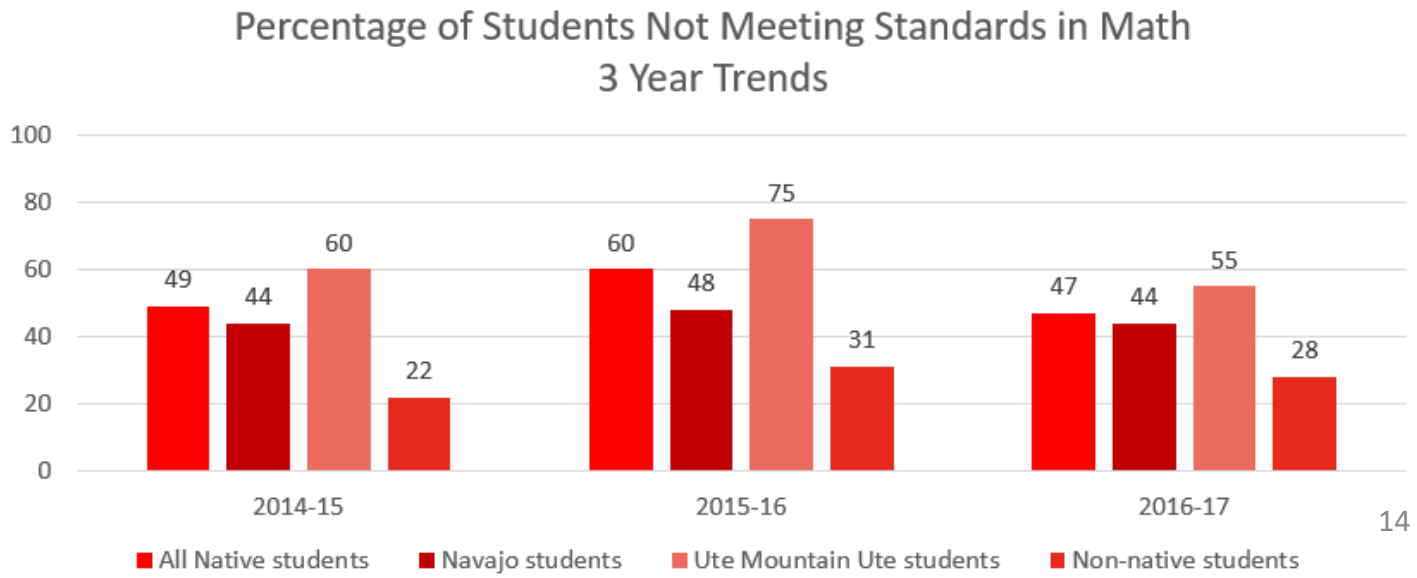
<u>What does this data mean?</u>

Native American students are less likely to meet grade level standards than non-Native American students and Native American Student are more likely to score as "did not meet" compared to non-Native American students





Grades 6-10 – How does our language arts achievement compare to the nation?

STAR TESTS

How do we read this data?

This chart shows the ranking of our students compared to other students across the nation based on a national test called the STAR test. A rank of 100 is the highest and a rank of 1 is the lowest. A rank of 50 is considered a typical score of an average student. This is NOT similar to the scores for earning and A, B, C, D.

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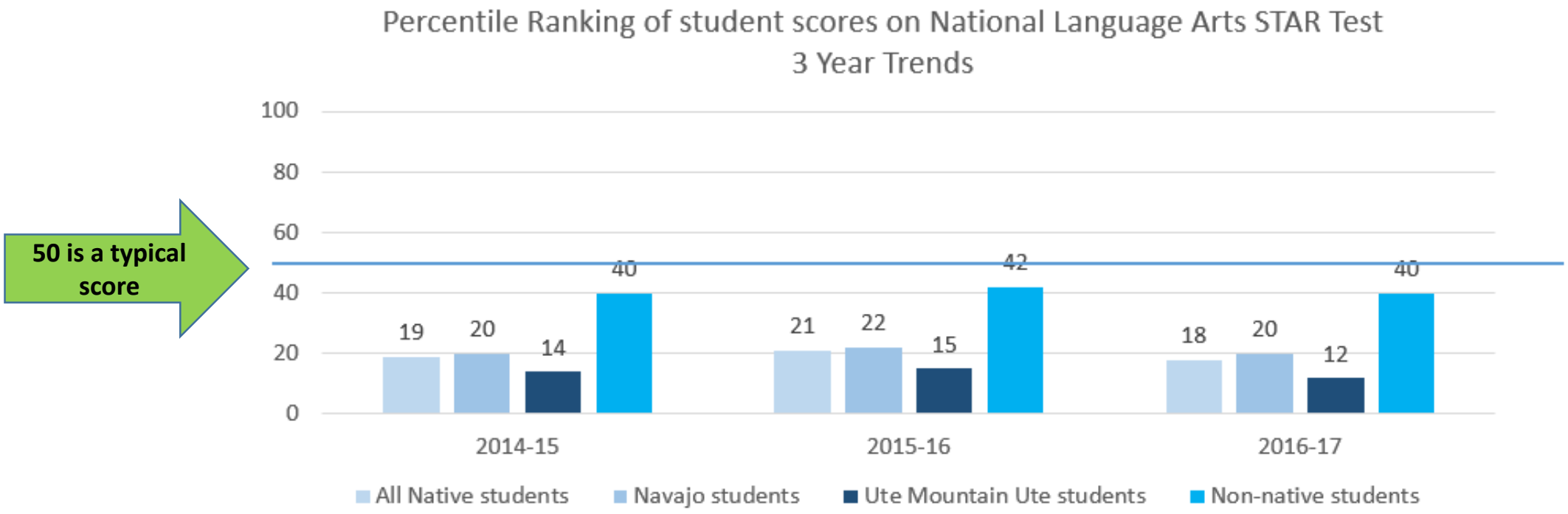

Grades 6-10 – How does our math achievement compare to the nation?

STAR TESTS

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This chart shows the ranking of our students compared to other students across the nation based on a national test called the STAR test. A rank of 100 is the highest and a rank of 1 is the lowest. A rank of 50 is considered a typical score of an average student. This is NOT similar to the scores for earning and A, B, C, D.

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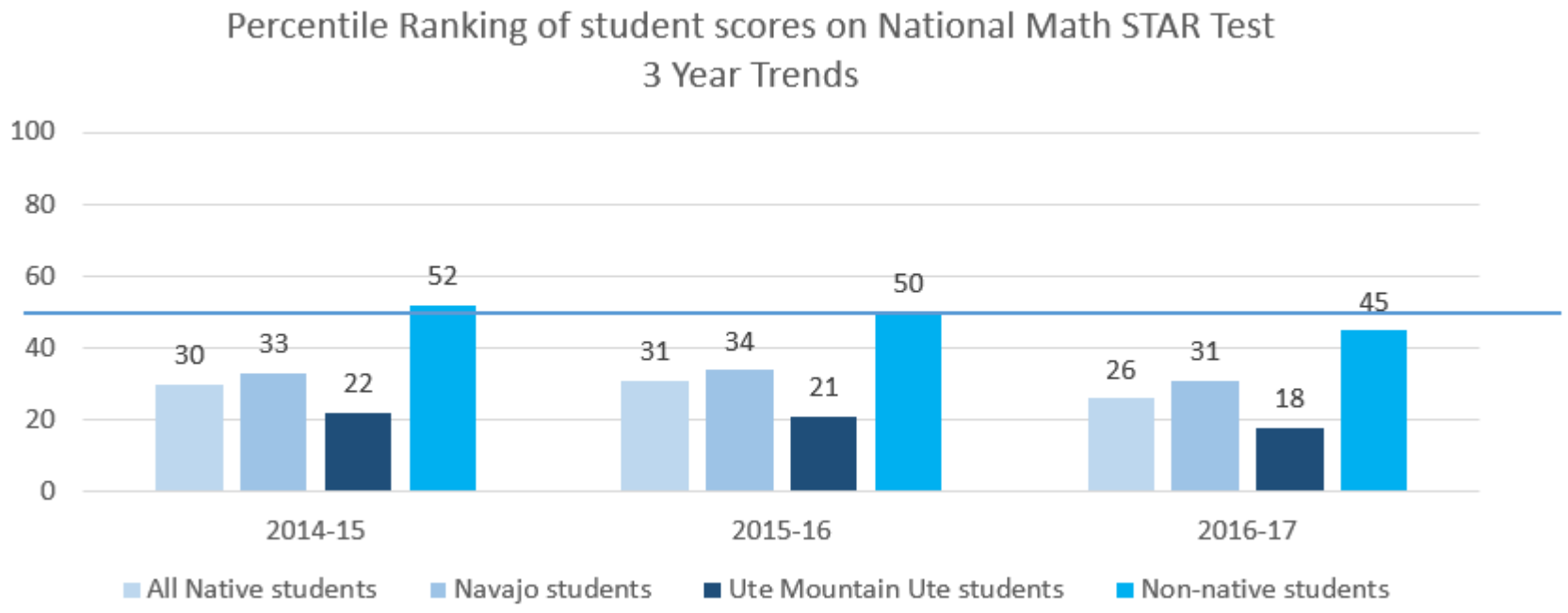
50 is a typical score



Growth Data in Language Arts and Math

- What does growth data tell us?
  - Growth data tells us how quickly our students are growing compared to other academically similar students across the state (CMAS) and nation (STAR)

- What growth data is presented in this report?
  - Data showing how quickly students are growing in elementary school and grades 6-9 in language arts and math compared to other students in the state (CMAS) and nation (STAR)
  - Data showing comparisons of Native American students and non-Native American students
  - Data showing achievement of Navajo and Ute Mountain Ute students specifically

Elementary - Are students growing as fast as other students in the state?

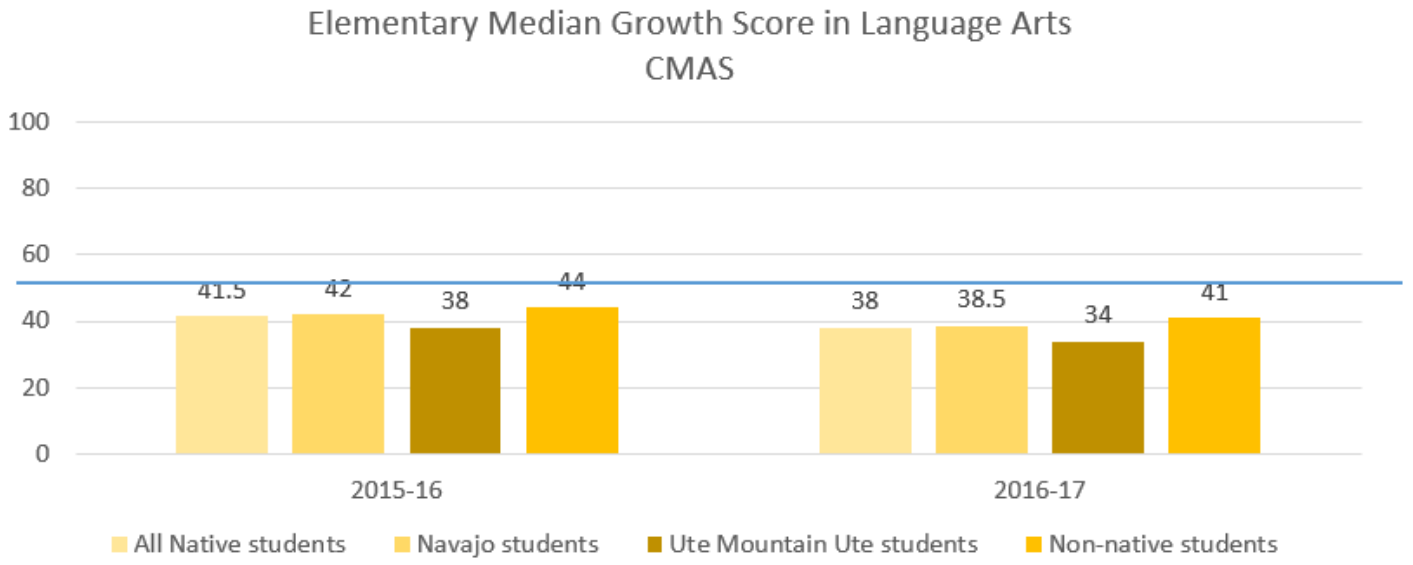
CMAS TESTS

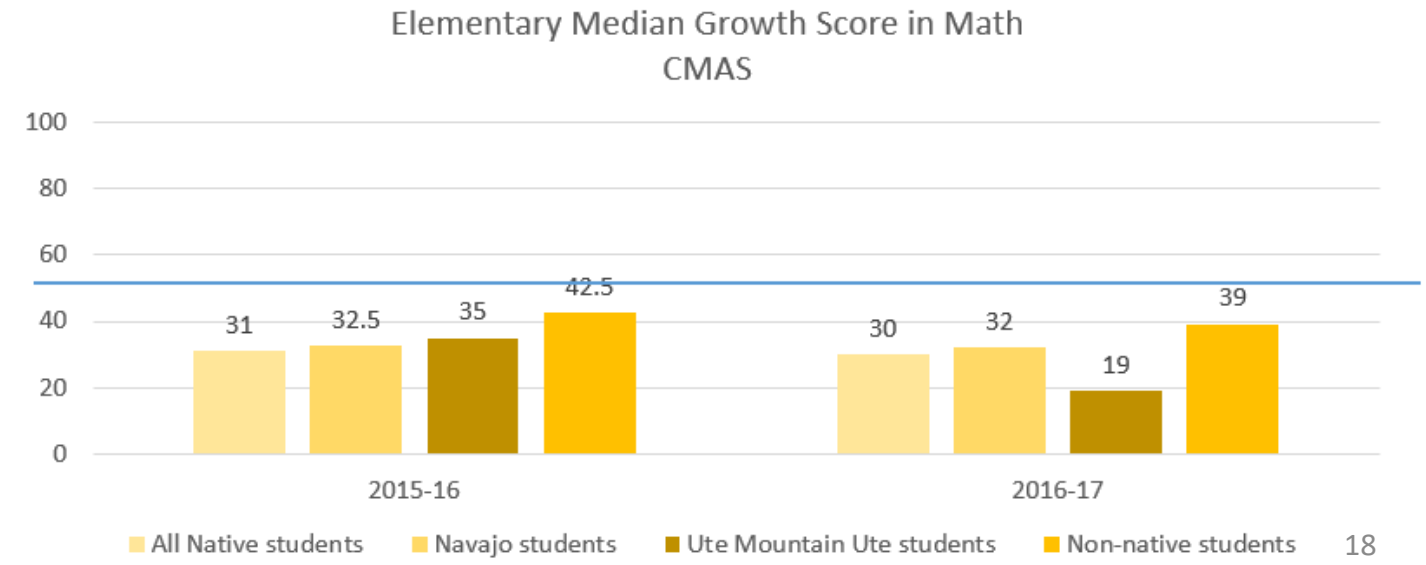
<u>How do we read this data?</u>

These charts show how quickly our students are growing compared to academically similar students. A growth score of 50 represents average growth for students in Colorado.

<u>What does this data mean?</u>

Native American students are growing more slowly than other students across the state (50 is average growth), but are growing at rates that are close to non-Native students in the District





Grades 6-9 - Are students growing as fast as other students in the state?

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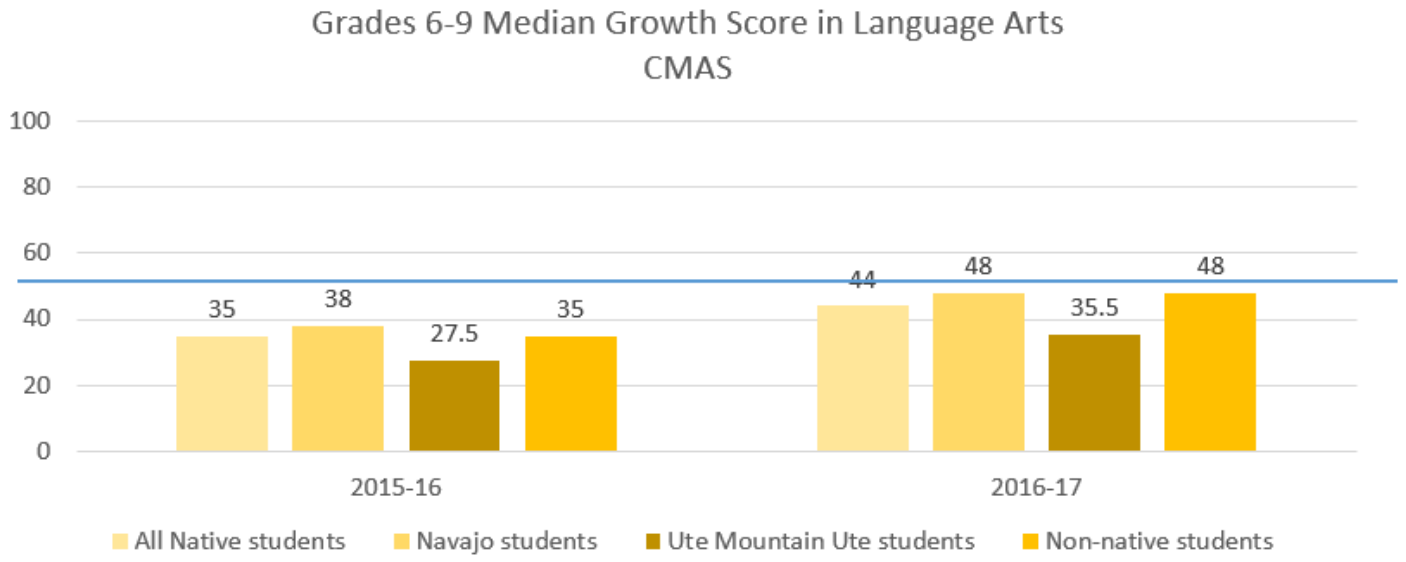

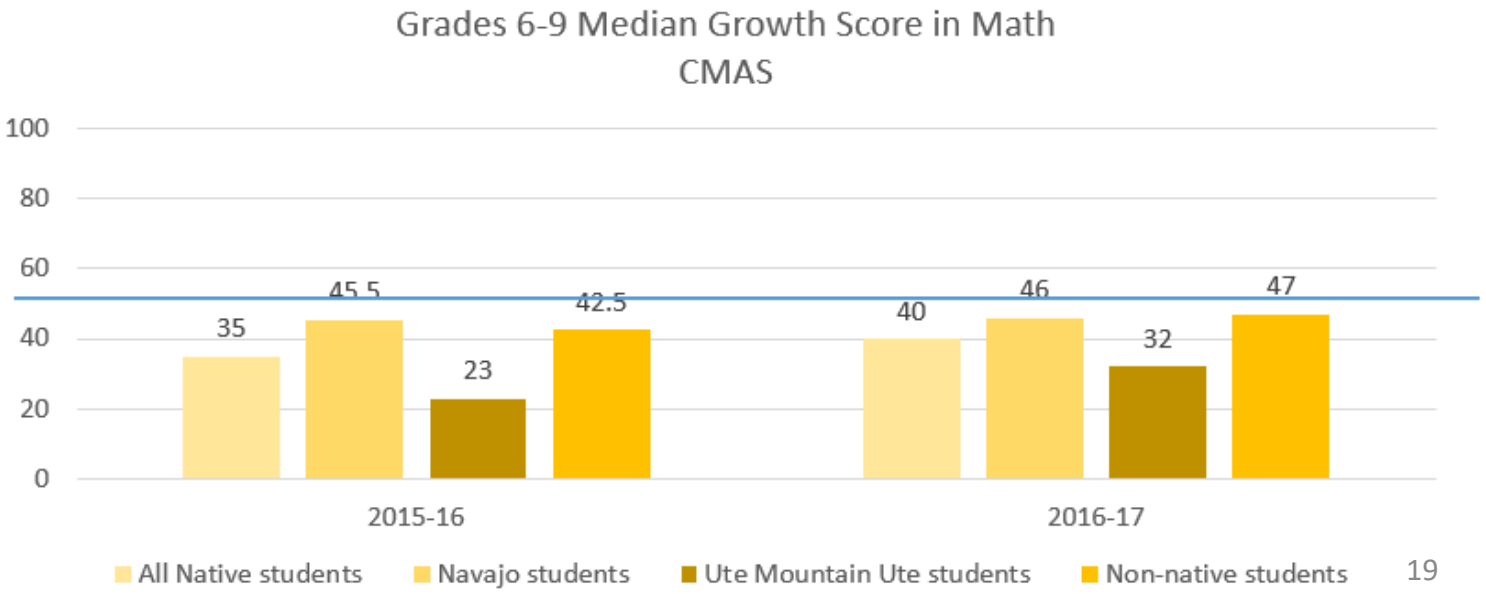

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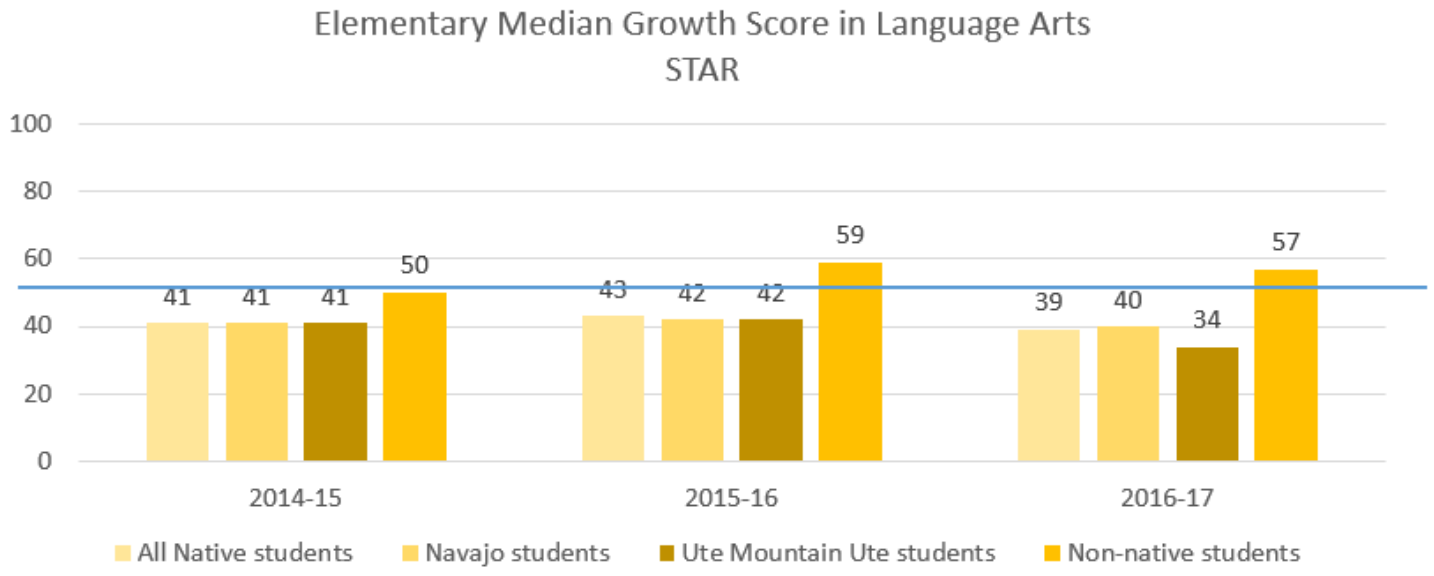
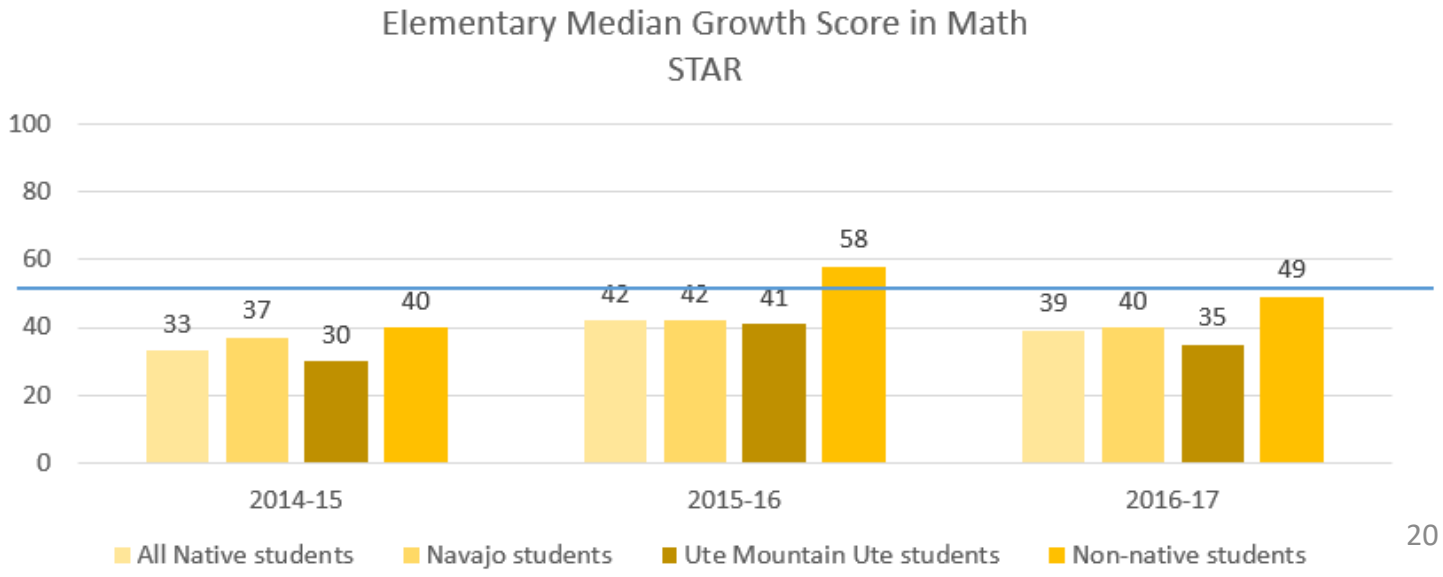
Native American students are growing more slowly than other students across the nation (50 is average growth) and more slowly compared to non-Native students in the District





Grades 6-9 - Are students growing as fast as other students in the nation?

STAR TESTS

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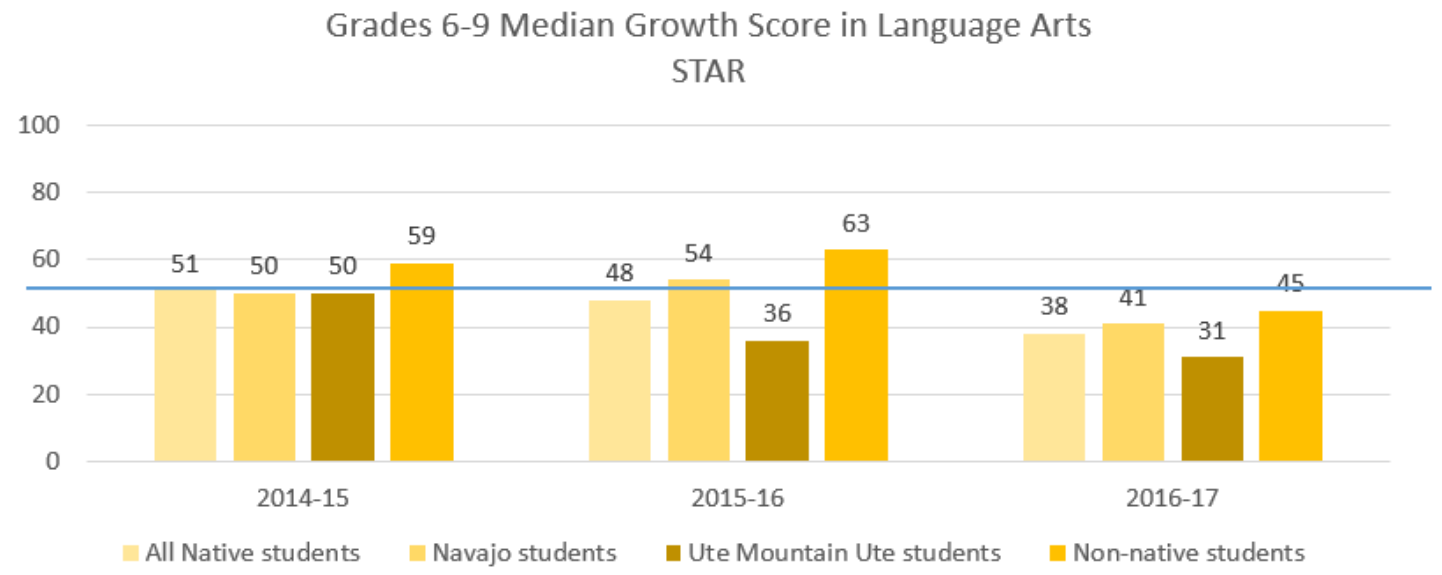
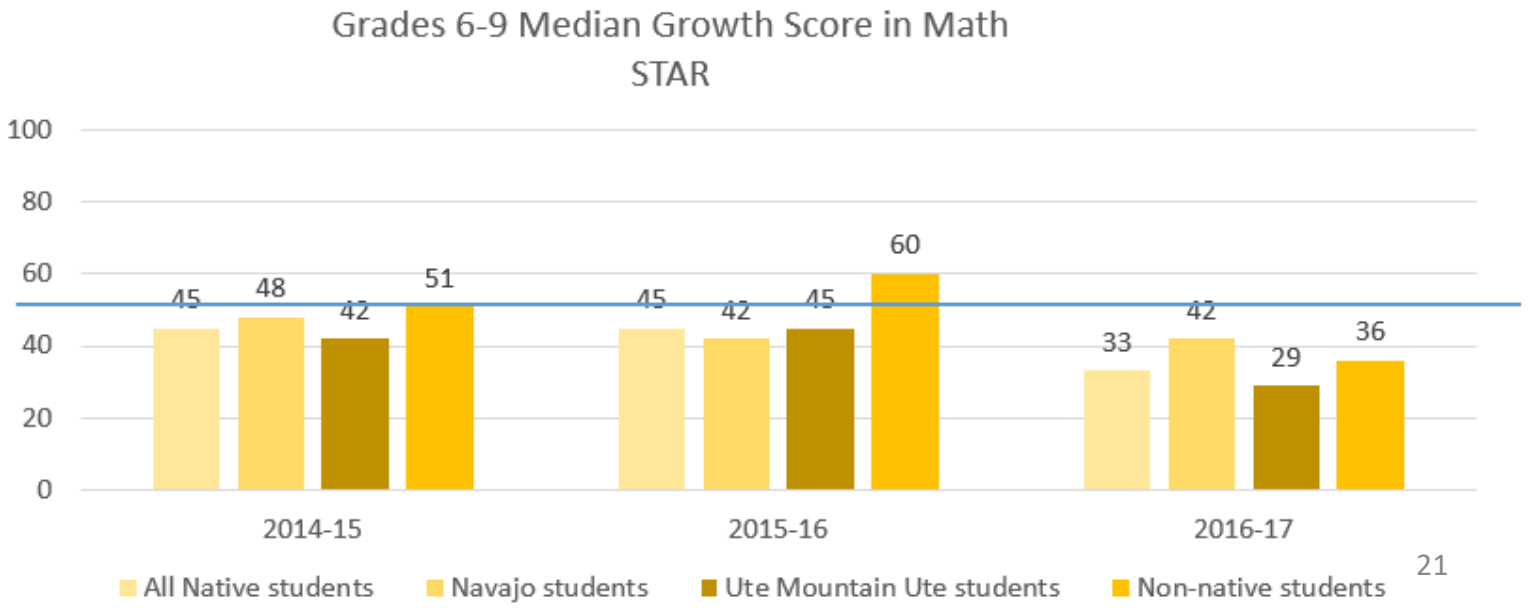




High School Academic Data

- What does High School academic data tell us?
  - Data tells us how many students are participating in AP classes
  - Data tells us if students are ready for college
  - Data tells us how many students are dropping out and how many are graduating
  - Data tells us how Native American students compare to non-Native American students and includes data for Navajo and Ute Mountain Ute students specifically

- What High School academic data is presented in this report?
  - Data on participation in AP classes
  - PSAT and SAT data (shows whether students are ready for college). Note: this is a new test so we only have 2017 data.
  - Drop-out rate
  - Graduation rate

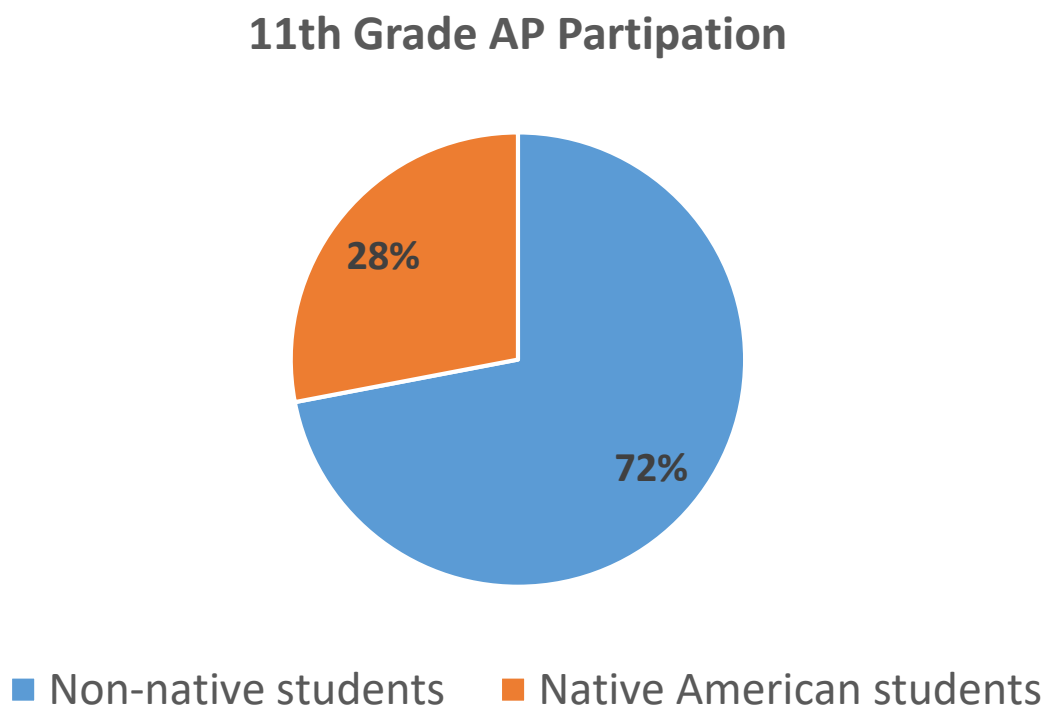
What percentage of students in AP classes are Native American?

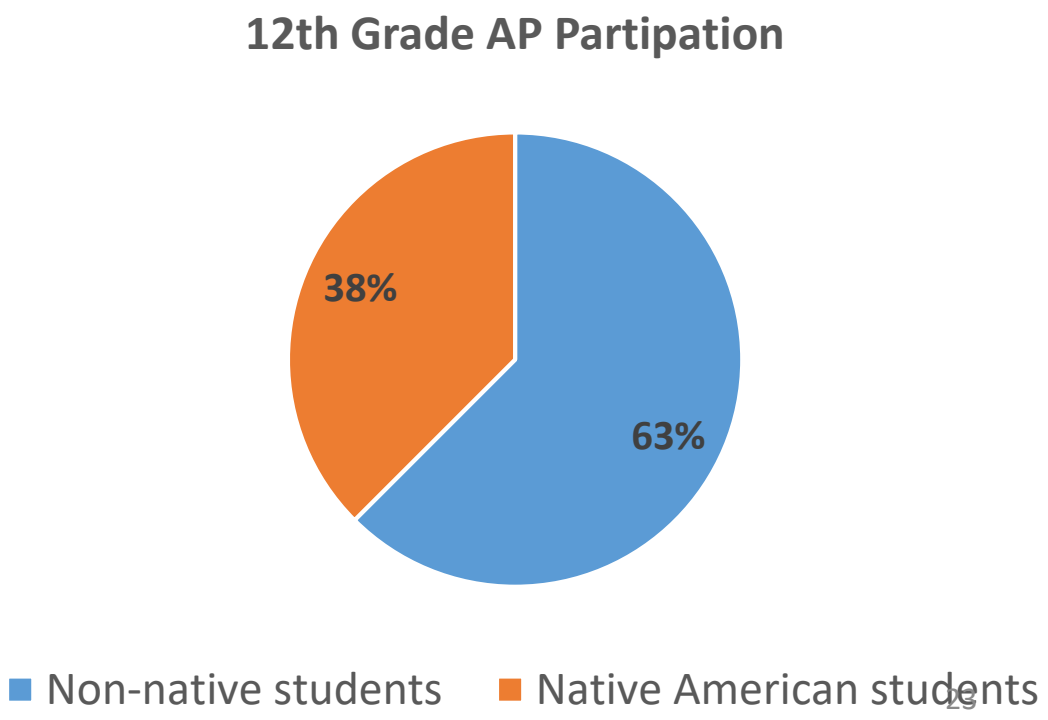
AP Class Participation

How do we read this data?

This chart shows the percentage of students in AP classes that are Native American.

What does this data mean? *Native American students are well-represented in AP classes. For example, only 20.5% of students in the Grades 11-12 are Native American but between 28-38% of students in AP classes are Native American.*





Grades 10-11 – Are our students ready for college in Reading and Writing Skills? (PSAT and SAT)

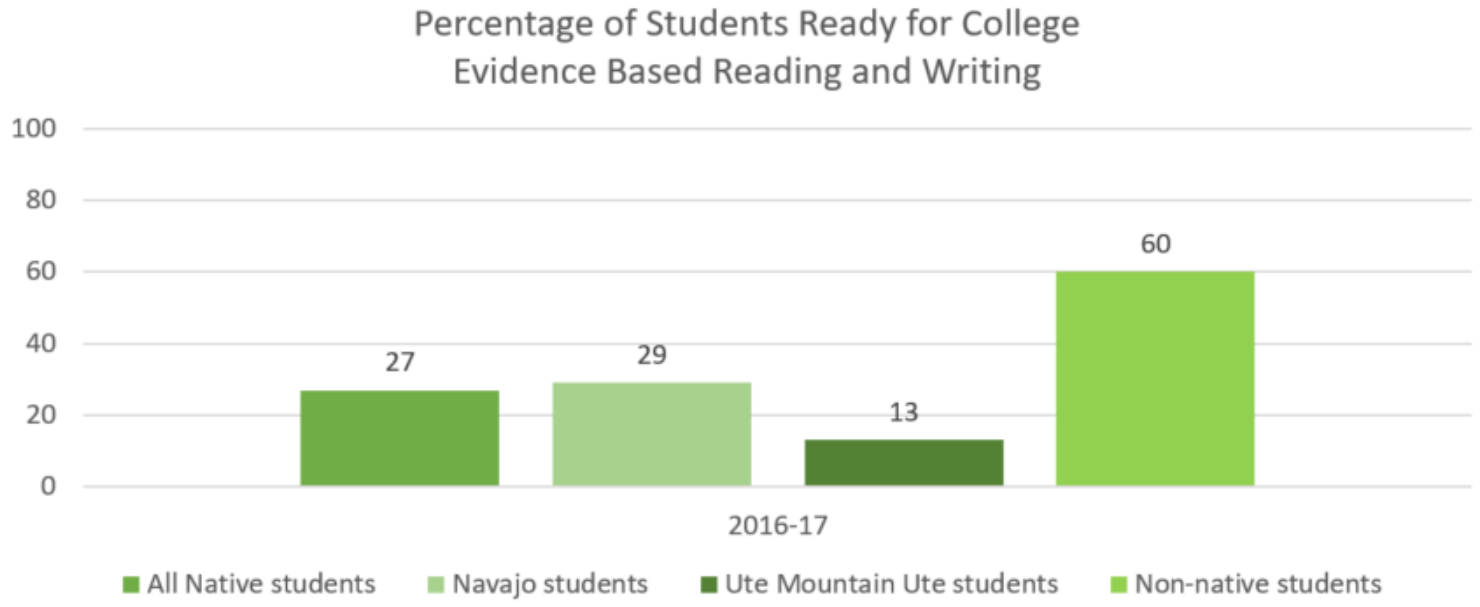
PSAT/SAT TESTS

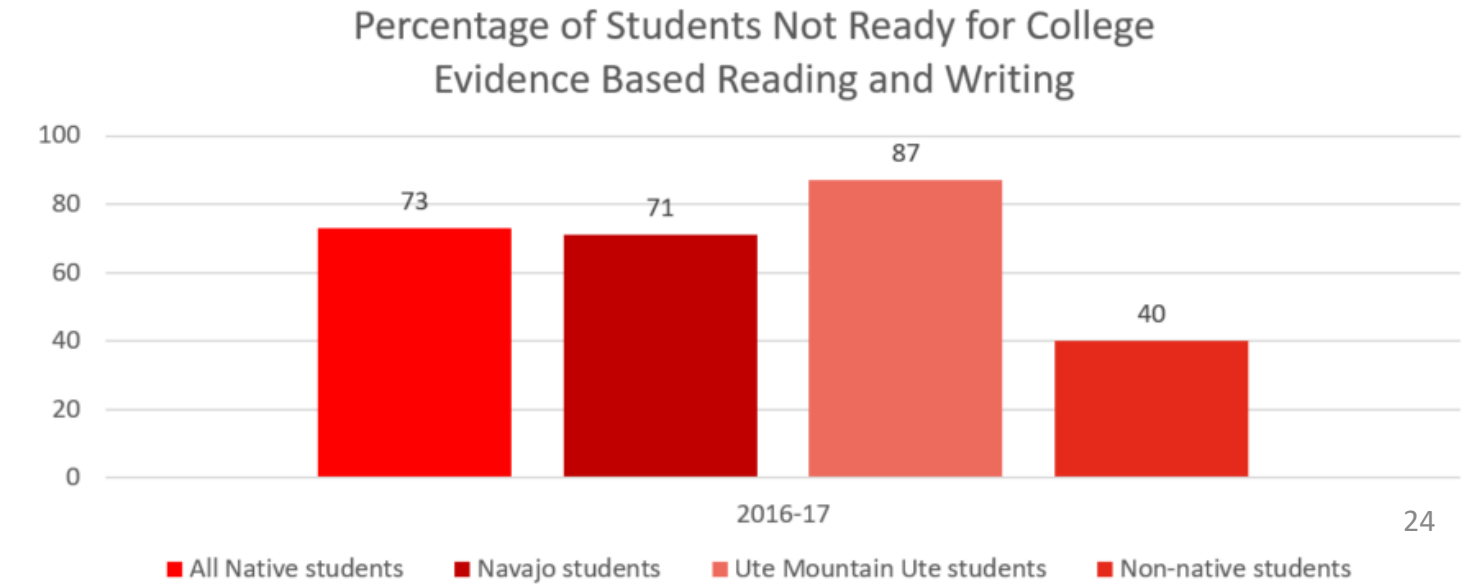
<u>How do we read this data?</u>

These charts show the percentage of students who are ready for college based on the PSAT and SAT tests (green) and the percentage that are not ready (red).

<u>What does this data mean?</u>

Native American students are less likely to be ready for college according to the PSAT/SAT when compared to non-Native American students.





Grades 10-11 – Are our students ready for college in Math Skills? (PSAT and SAT)

PSAT/SAT TESTS

<u>How do we read this data?</u>

These charts show the percentage of students who are ready for college based on the PSAT and SAT tests (green) and the percentage that are not ready (red).

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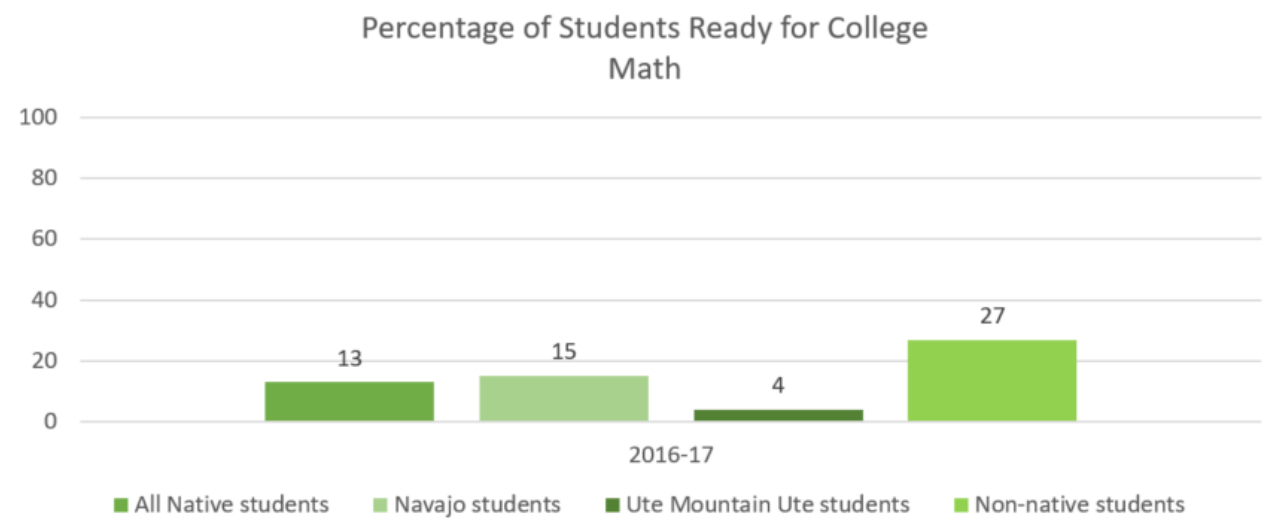
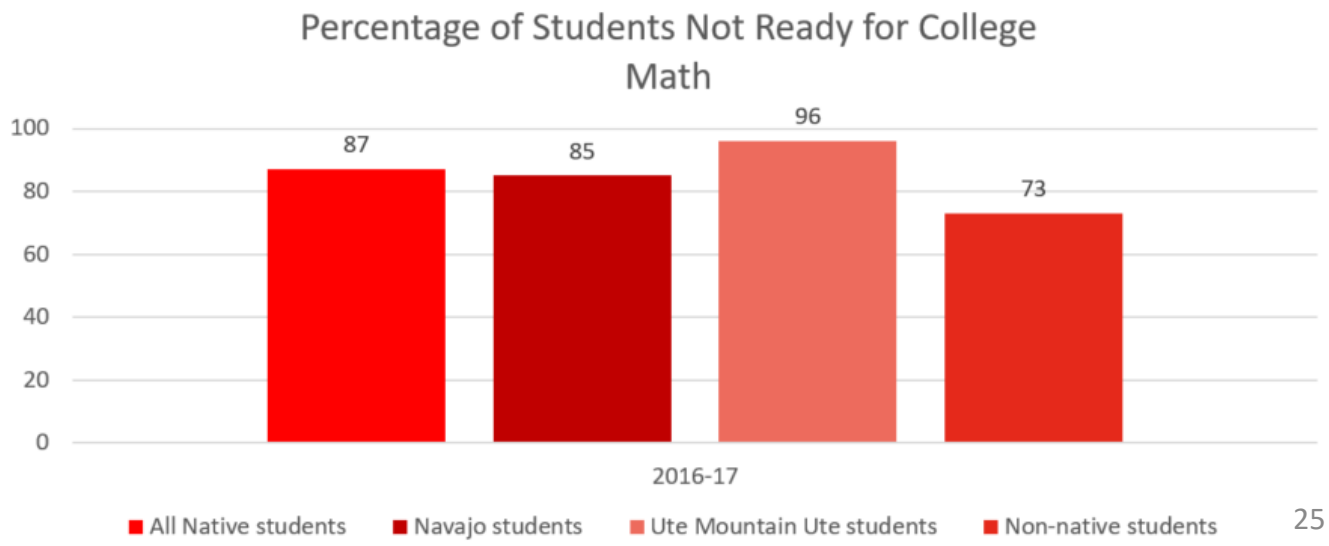




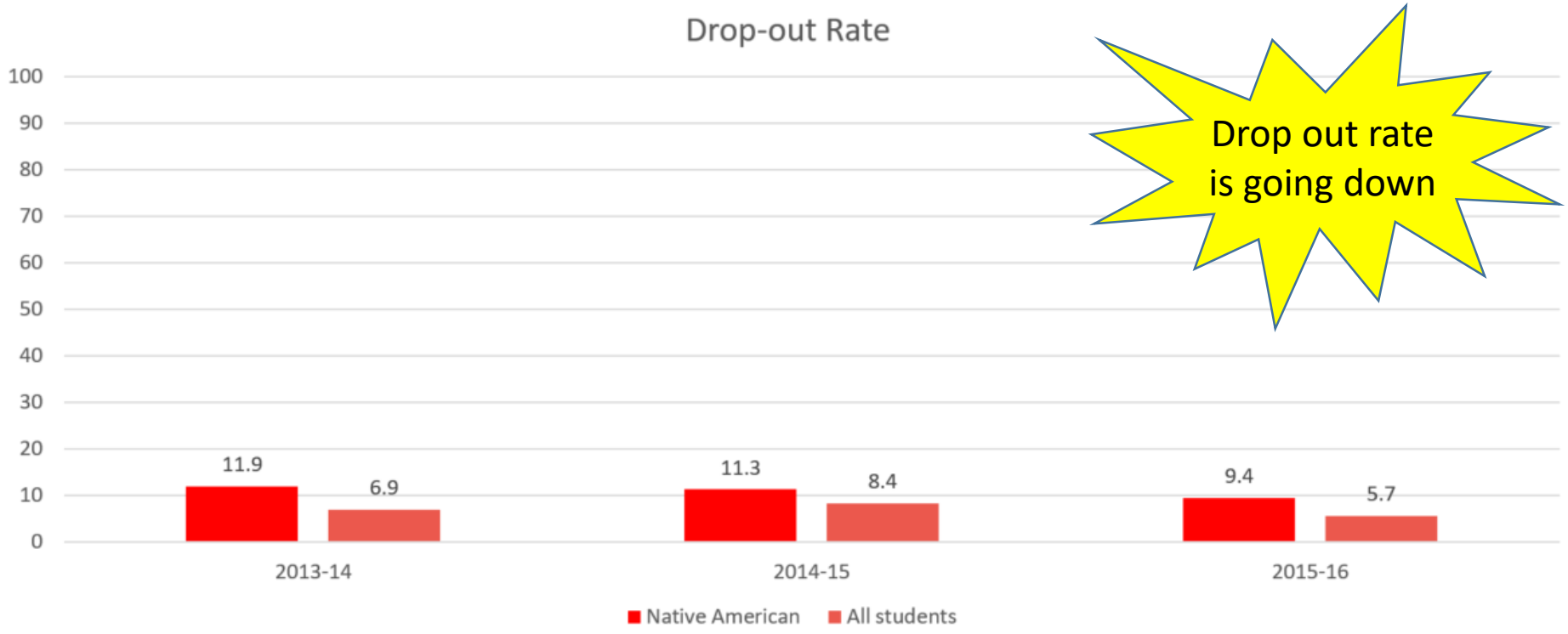
7th- 12th Grade - Drop-out Rates

DROP-OUT RATES

How do we read this data?

This chart shows the drop-out rate comparing Native American students with non-Native American students. Drop-out rate is calculated each year based on the number of students who drop-out that year.

What does this data mean? *Native American students were more likely to drop-out than non-Native students. However drop-out rates are going down for Native American students and non-Native students.*



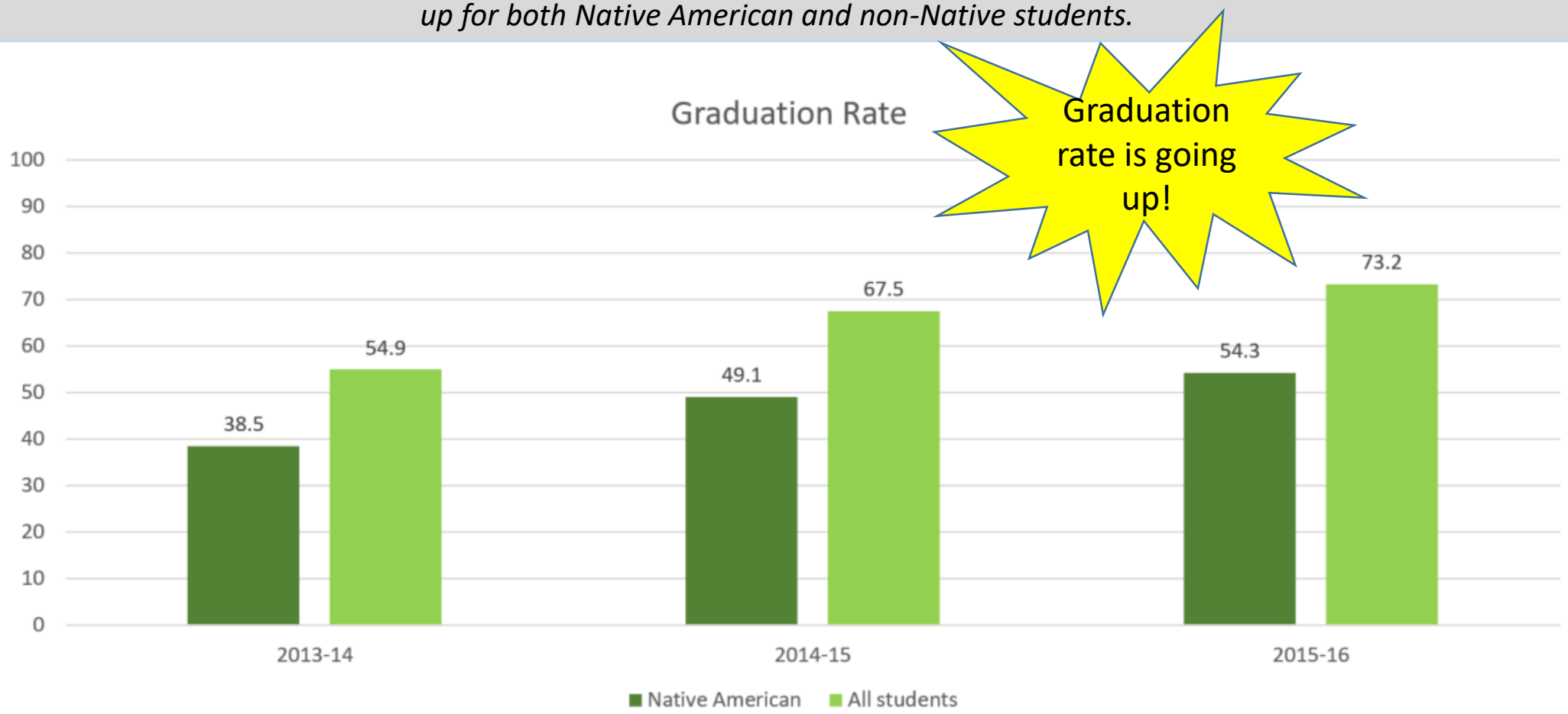
Graduation Rates

GRADUATION RATES

How do we read this data?

This chart shows the drop-out rate comparing Native American students with non-Native American students. Drop-out rate is calculated each year based on the number of students who drop-out that year.

What does this data mean? *Native American students were less likely to graduate than non-Native students. Graduation rates are going up for both Native American and non-Native students.*



EVERY STUDENT. EVERY DAY.

MONTEZUMA CORTEZ

SCHOOL DISTRICT RE-1

Special Populations Data

Special Populations Data

- What does Special Populations data tell us?
  - The percentage of Native American students in special education compared to the percentage of Native American students in the school as a whole
  - The percentage of Native American students in gifted and talented education compared to the percentage of Native American students in the school as a whole
  - The percentage of Native American students who are English language learners
    - How well our English language learners who are Native American are doing in learning English

How does the percentage of Native American students in Special Ed compare to non-Native American students in Special Ed?

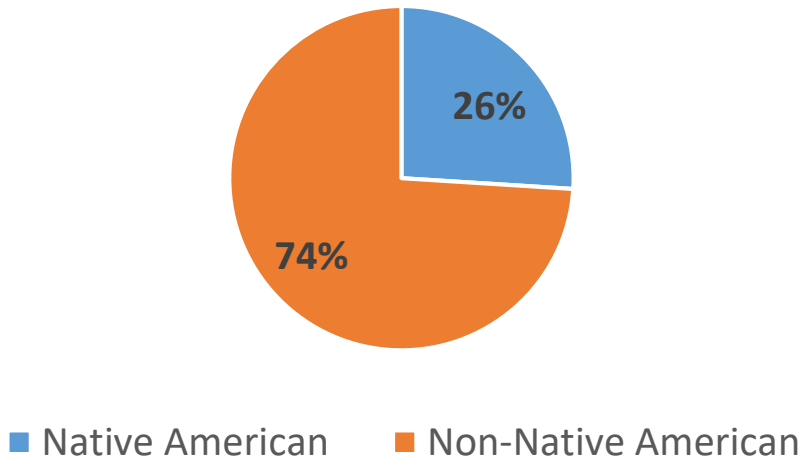
SPECIAL EDUCATION STUDENTS

How do we read this data?

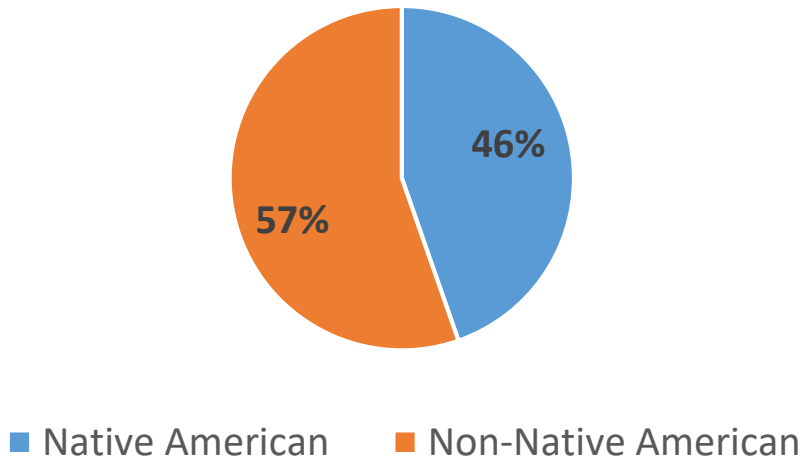
These charts shows the percentage of students in special education, comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the District who are Native American. The chart on the right shows the percentage of students in Special Education who are Native American students.

What does this data mean? *Native American students make up 26% of district enrollment but make up 43% of students in Special Education. Therefore, Native American students were more likely to be in Special Education than non-Native students.*

Percentage of students who are Native American in District



Percentage of students in Special Education who are Native American



How does the percentage of Native American students in Gifted and Talented Education compare to non-Native American students in GT?

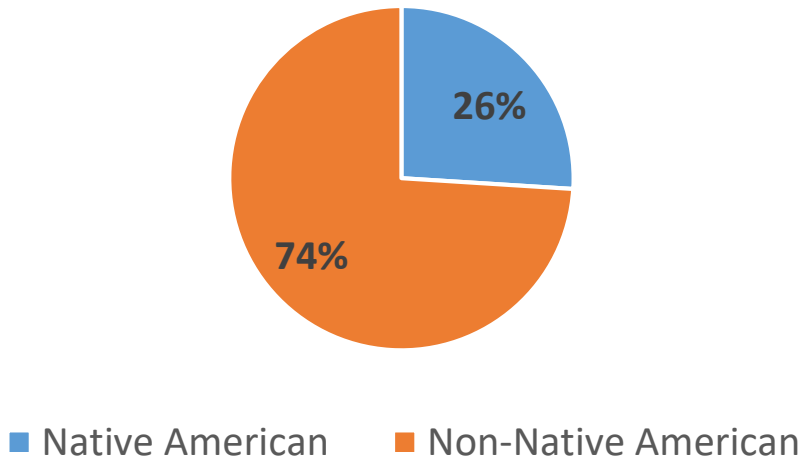
GIFTED AND TALENTED STUDENTS

How do we read this data?

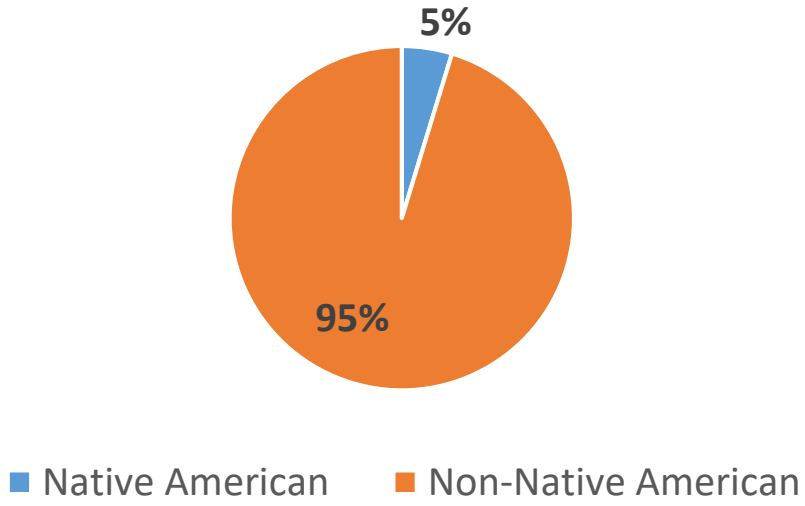
These charts shows the percentage of students in Gifted and Talented, comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the District who are Native American. The chart on the right shows the percentage of students in Gifted and Talented who are Native American students.

What does this data mean? *Native American students make up 26% of district enrollment but make up 5% of students in GT. Therefore, Native American students are less likely to be in GT than non-Native students.*

Percentage of students who are Native American in District



Percentage of students in GT who are Native American



What percentage of Native American students are English Language Learners?

English Language Learners

How do we read this data?

This chart shows the breakdown of how many Native American students are English language learners by tribe. It also shows how many students are identified as Non-English Proficiency (NEP) or Limited English Proficiency (LEP). Finally, the column on the right shows how many students have reached English language proficiency last year.

	Total Number of English Language Learners (ELL)	% of Students Rated Non-English Proficient (NEP)	% of Students Rated Limited-English Proficient (LEP)	Number of ELL Students who were rated as Proficient in English from last year
All Native American Students	43	18.6%	81.4%	14
Navajo Students	25	24%	76%	11
Ute Mountain Ute Students	17	11.8%	88.2%	3
Non-Native Students	147	29.9%	70.1%	44

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SCHOOL DISTRICT RE-1

Student Engagement Data

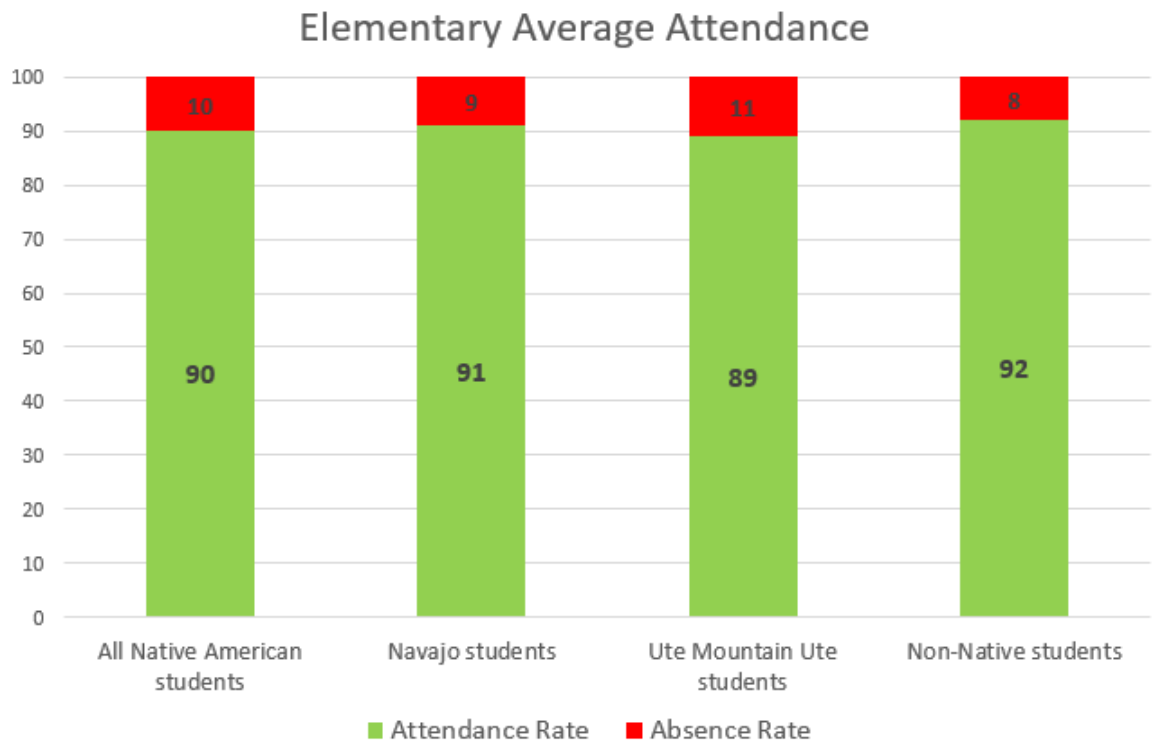
How does the attendance of Native American Students compare to other non-Native students?

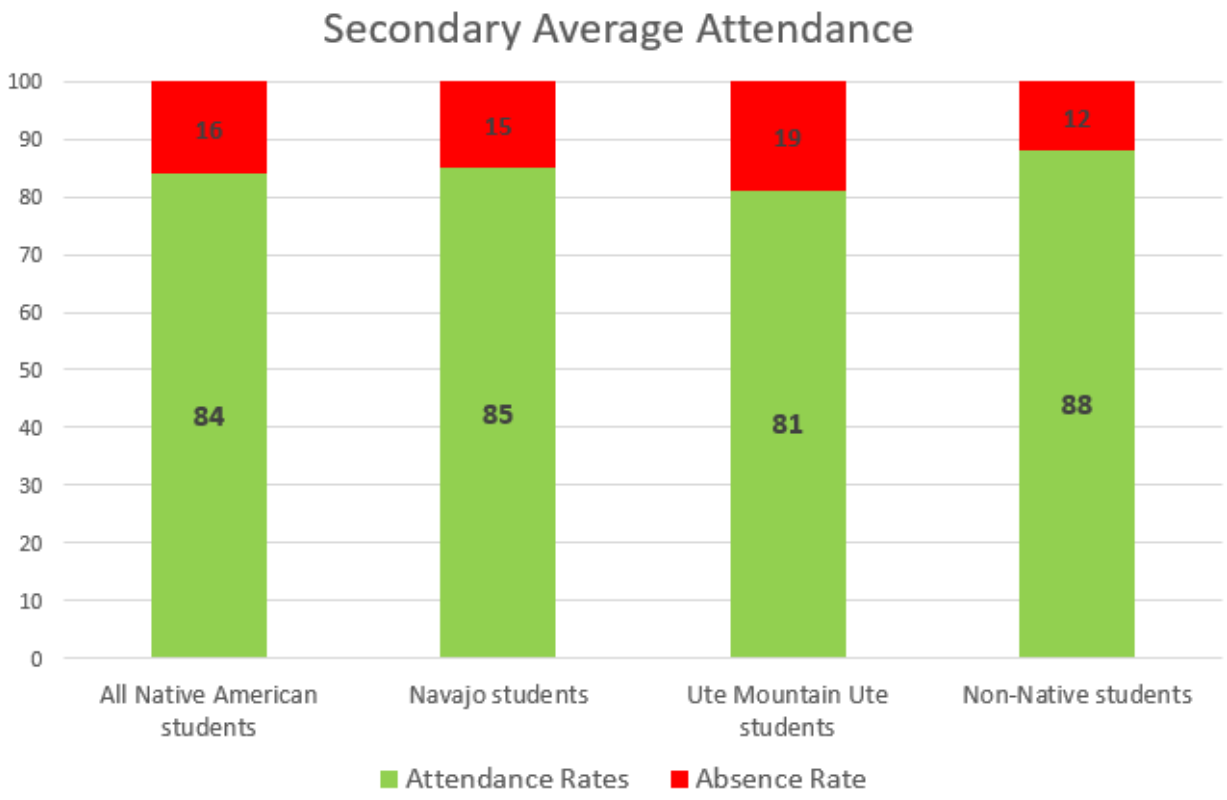
ATTENDANCE

How do we read this data?

This chart shows the attendance rate comparing Native American students with non-Native American students.

What does this data mean? *Native American students were absent more often than non-Native students.*





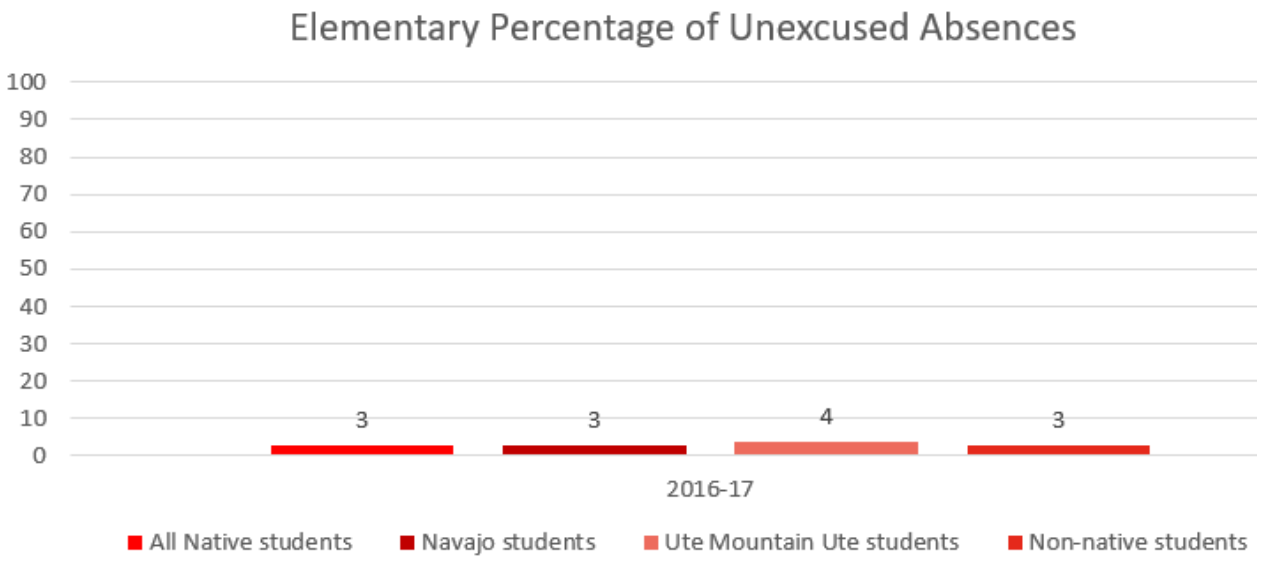
How does the attendance of Native American Students compare to other non-Native students?

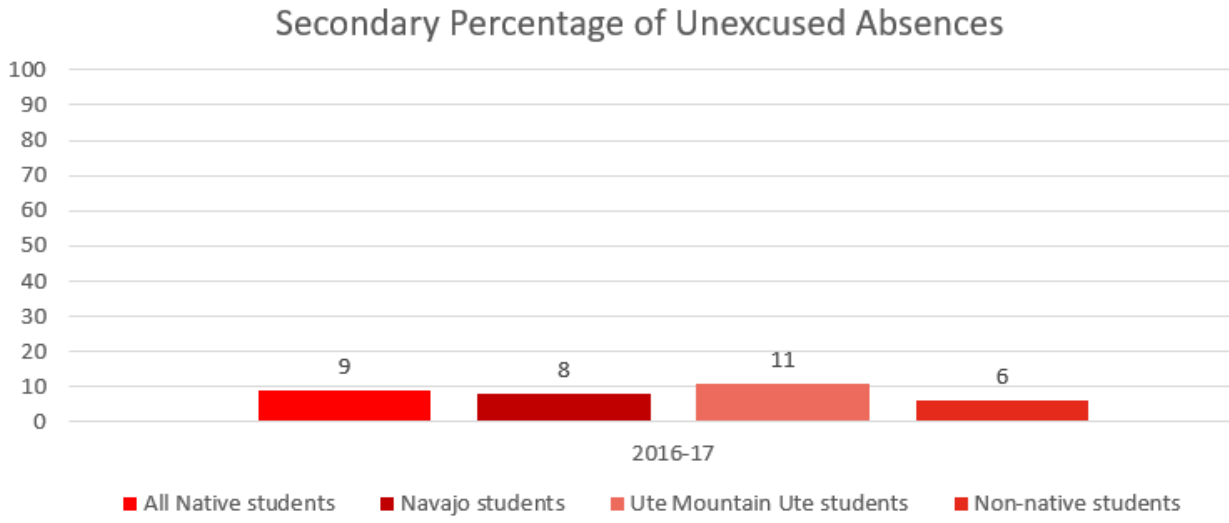
UNEXCUSED ABSENCES

How do we read this data?

This chart shows the percentage of unexcused absences comparing Native American students with non-Native American students.

What does this data mean? *Native American students had more unexcused absences than non-Native students.*





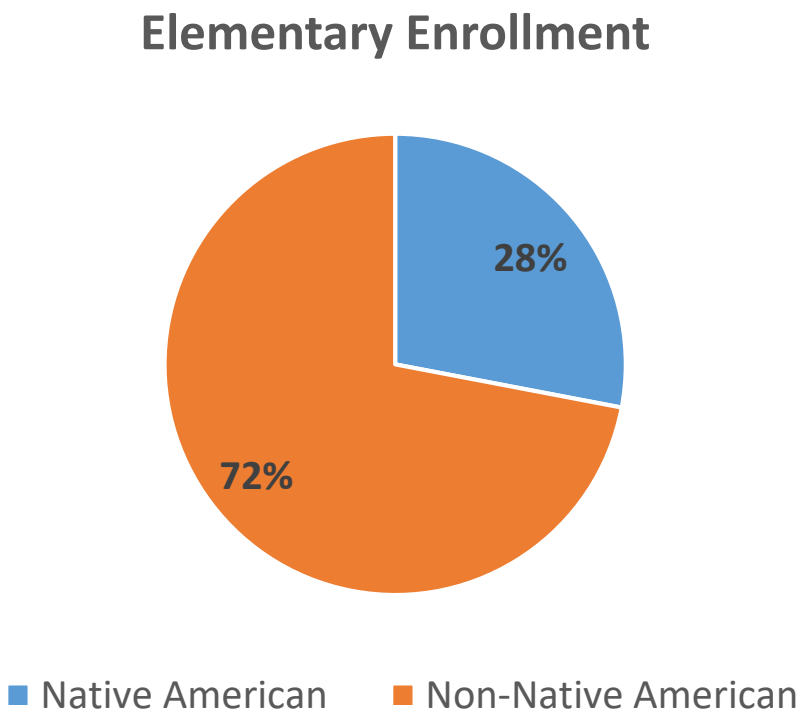
How does the suspension rates of Elementary Native American Students compare to other non-Native students?

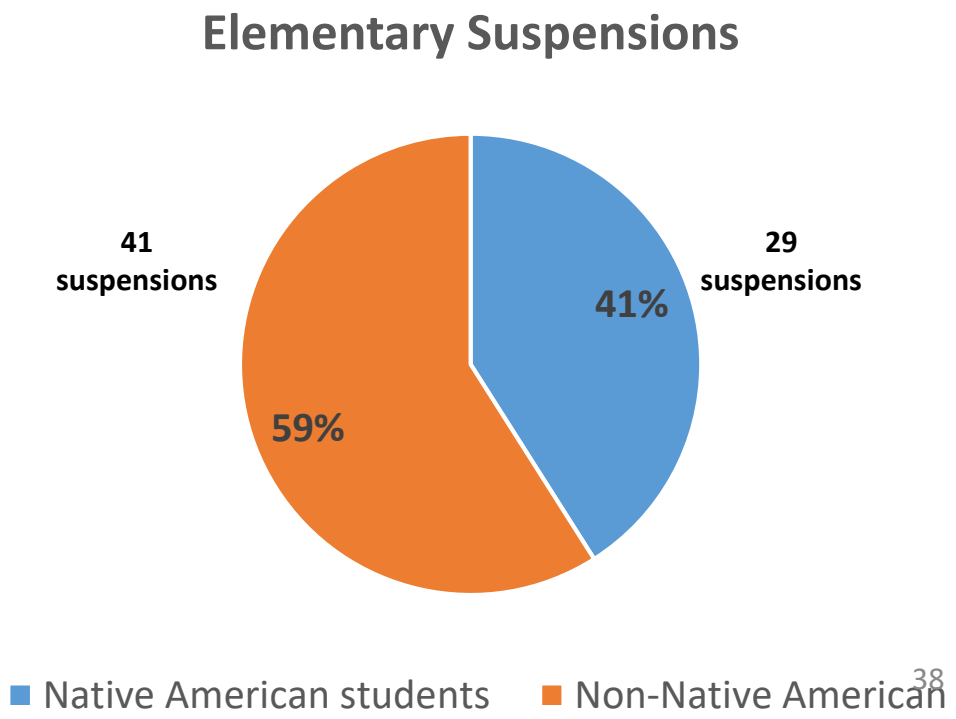
OUT OF SCHOOL SUSPENSION

How do we read this data?

These charts shows the percentage of students suspended at elementary school comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. The chart on the right shows the percentage of suspensions that are given to Native American students.

What does this data mean? *Native American students make up 28% of elementary school enrollment but make up 41% of suspensions. Therefore, Native American students were more likely to be suspended than non-Native students.*





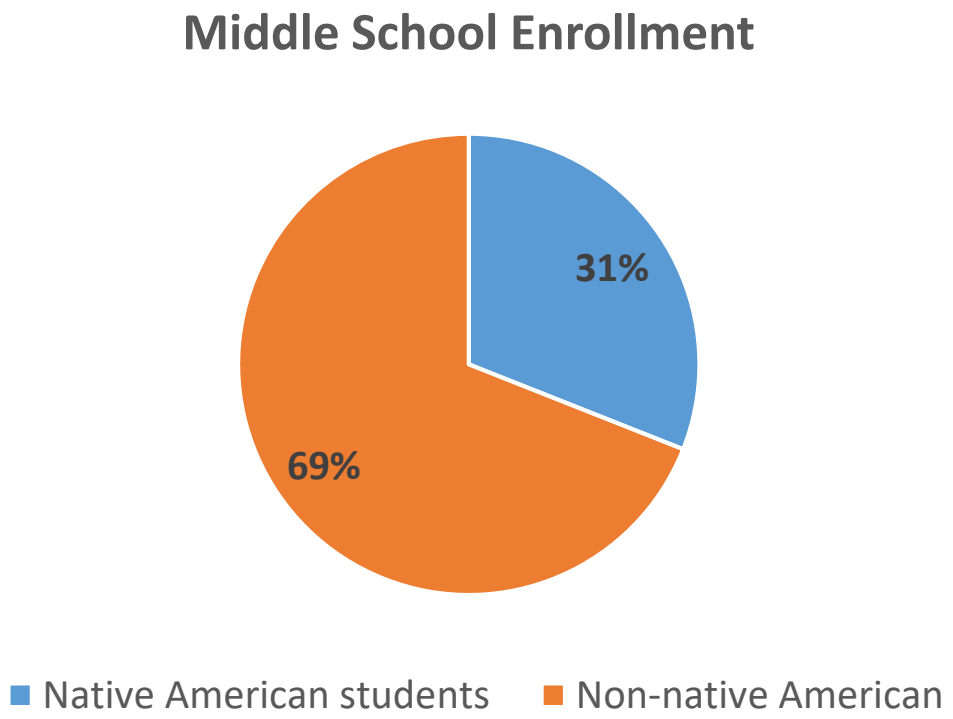
How does the suspension rates of Middle School Native American Students compare to other non-Native students?

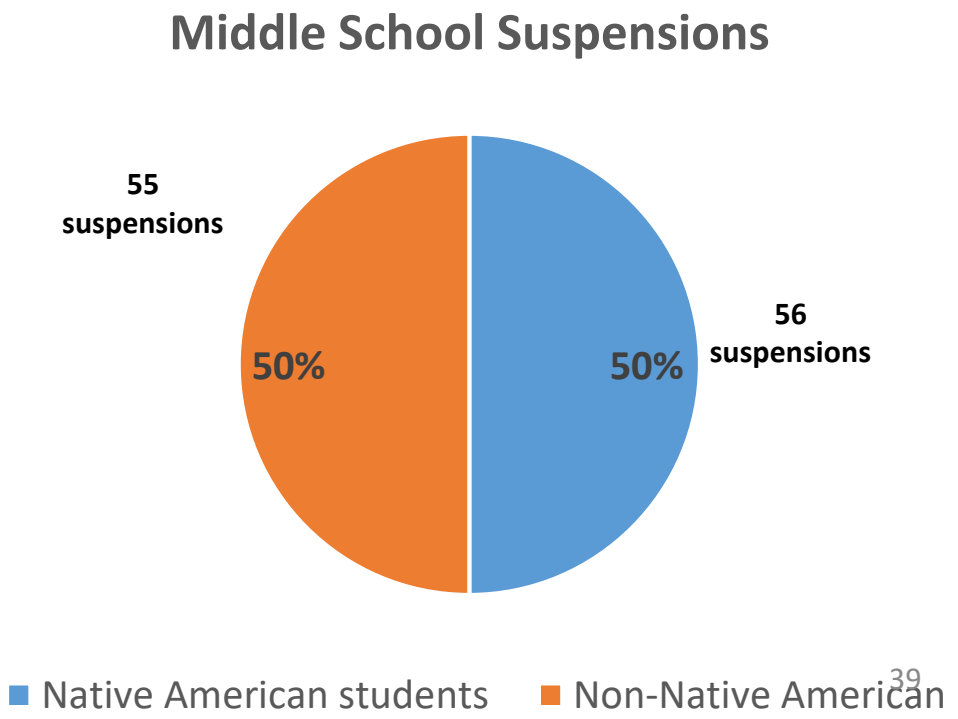
OUT OF SCHOOL SUSPENSION

How do we read this data?

These charts shows the percentage of students suspended at middle school comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. The chart on the right shows the percentage of suspensions that are given to Native American students.

What does this data mean? *Native American students make up 31% of middle school enrollment but make up 50% of suspensions. Therefore, Native American students were more likely to be suspended than non-Native students.*





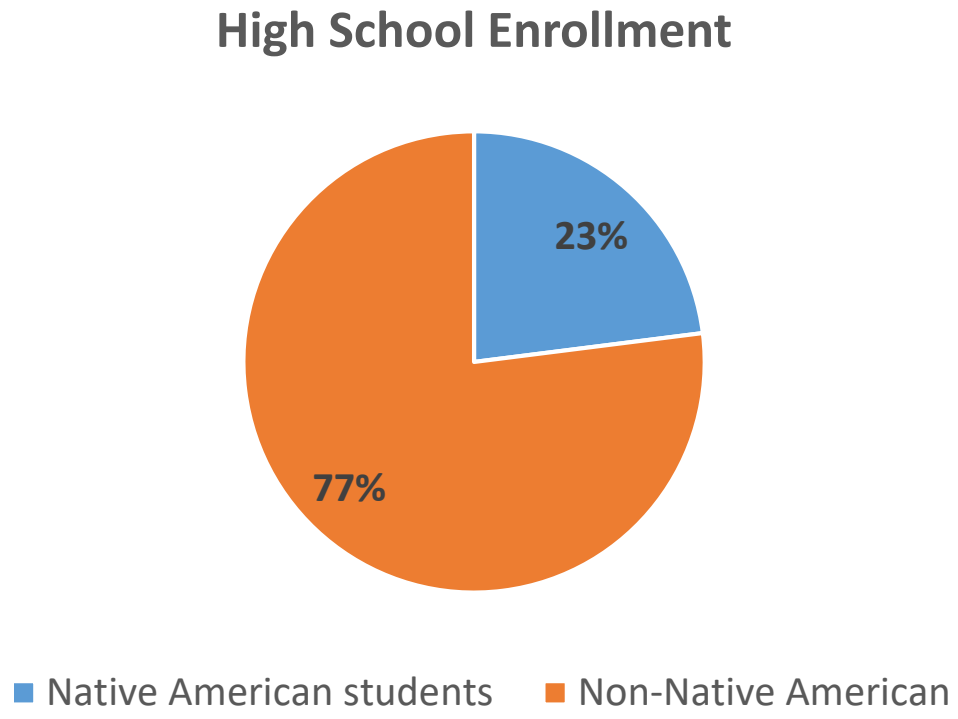
How does the suspension rates of High School Native American Students compare to other non-Native students?

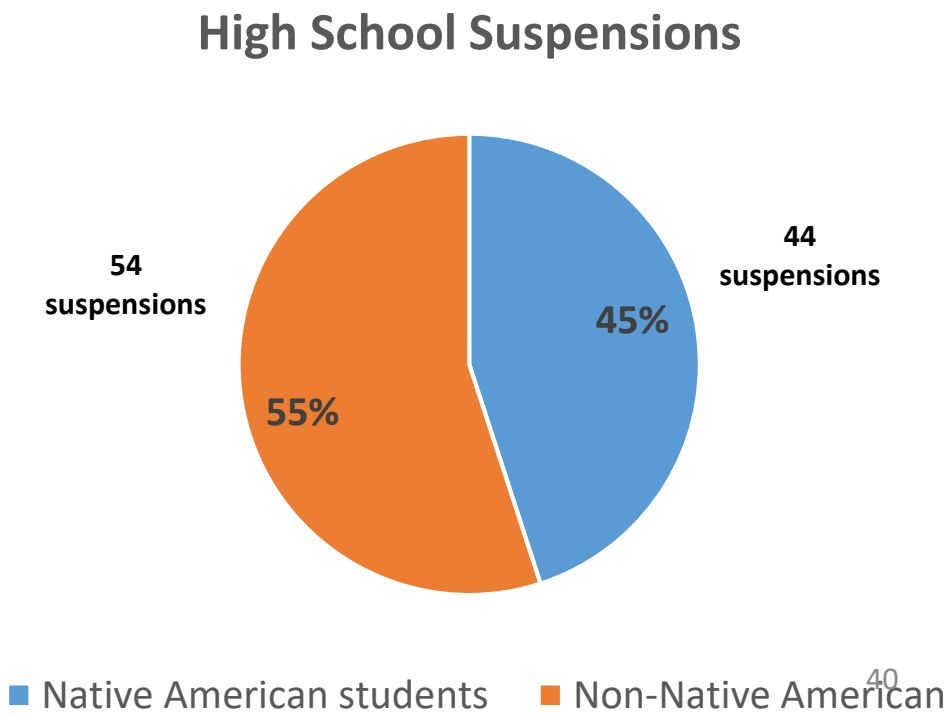
OUT OF SCHOOL SUSPENSION

How do we read this data?

These charts shows the percentage of students suspended at high school comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. The chart on the right shows the percentage of suspensions that are given to Native American students.

What does this data mean? *Native American students make up 23% of high school enrollment but make up 45% of suspensions. Therefore, Native American students were more likely to be suspended than non-Native students.*





How many Native Americans are participating in Athletics in Middle School?

Sport	Number of Native American Students Participating	Percentage of Native American Students on Team	Changes from prior year
Football	11	31%	+5%
Volleyball	12	35%	+15%
Boys Basketball	14	36%	+3%
Girls Basketball	18	38%	+5%
Wrestling	4	15%	+4%
Track	4	15%	+6%
Cross Country	8	25%	+10%
All Athletics	**71**	**29%**	**+5%**

How many Native Americans are participating in Athletics in High School?

Sport or Activity	Number of Native American Students Participating	Percentage of Native American Students on Team
Football	10	21%
Volleyball	9	20%
Boys Basketball	3	10%
Girls Basketball	11	38%
Wrestling	1	11%
Baseball	1	3%
Softball	4	23.5%
Boys Track	7	14.5%
Girls Track	3	12.5%
Boys Soccer	2	8%
Girls Soccer	2	9%
Golf	0	0%
Swimming	1	7%
Cross Country	4	21%
Girls Tennis	1	8%
Band	3	7%
Dance/Cheer	2	10%

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SCHOOL DISTRICT RE-1

District Goals for Serving Native American Students (Title VI)

- Increase knowledge of cultural identity and awareness
- Increase at-risk student support
- Improve academic achievement
- Improve graduation rates

What is the District *Currently* Doing to Improve our Services and Support for Native American Students?

- Improving communication with tribe and community
  - Communication Support Committee (CSC)
  - Parent Advisory Committee (PAC)

- Improving academic support, achievement, and graduation
  - AVID - relationship building and academic skill building for students
  - AIMS grant – improving Native American students' participation in AP classes
  - Professional development for teachers
  - Science nights in Towaoc- interactive student science demonstrations in the Towaoc community
  - Para professional academic support at elementary
  - Student success advocates at middle and high school – support engagement, attendance, and academic achievement

- Supporting cultural identity and awareness
  - Native American club – attendance at cultural events and bringing cultural events to the schools
  - Support for students to attend AISES conference – attendance at national conference for American Indian Science and Engineering conference

What is the District *Planning* to Do to Improve our Services and Support for Native American Students?

- Create more “hands-on” learning experiences that connect the classroom with real-world learning
  - Continue to expand CTE classes and encourage Native American students to enroll
  - Explore creation of new coding and computer science classes

- Partner with the Tribal Education Department to review the district identification process for Special Education and Gifted and Talented (GT) to ensure we are best meeting the needs of our Native American Students

How can families and community members help?

- Support our youngest students in building a foundation for success in school
  - Reading to children at home
  - Enrolling students in pre-school

- Support students in improving attendance - ensuring students are in school every day and on time
  - Every minute of instruction counts!

- Provide role models for our students
  - Consider volunteering in schools (e.g. WatchDog Dads, PTOs, mentoring students)

- Support students academically
  - Attend parent-teacher conferences
  - Attend parent academic nights at your school